
THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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The Secretarial-Stenographer Problem

By Earl B. Morgan

Manager, Curtis Publishing Company, Philadelphia

AT the recent convention of the American Management Association, I was discussing mutual problems with one of my contemporaries, a personnel manager of a large corporation of high standing, and this significant point developed in our discussion: That one is impressed every time he attends a conference or convention by the number of important "problems" both small and large which confront modern management today; these "problems" never seem to let up; instead of growing less, they appear to multiply as time goes on. They practically all arise out of the constant changes which our rapid economic progress is ever bringing about in industry and commerce and the consequent advancing standard of requirements that is placed upon management.

I have been invited to discuss one of these problems with you today—the problem of the secretarial-stenographer—one in which we have a mutual interest. Yours is an educational interest, while ours is commercial. You are interested in developing the ability of a secretarial-stenographer preparatory to applying it to business. We are interested in seeing

that this application proves financially profitable, first, to the secretarial-stenographer and, second, to the business, for business exists to return a profit on the investment, and this requires that each operation in turn must prove profitable. Shallow thinkers and theorists who do not have the responsibility of managing a business seem to forget this basic economic fact; but management must bear this truth in mind in connection with all its activities, whether it is selling goods, buying materials, or buying human service. So I like to think of the employee's interest as being our first interest. Unless she succeeds and makes money, we cannot make money by buying her services. In other words, our success is predicated on hers.

Let us be sure we understand each other when we speak of the secretarial-stenographer, a more or less modern accessory to an executive office. Perhaps the best way to define the term is to quote from our standard job classification and analysis:

Requirements: A woman with high-grade stenographic ability, taking dictation in shorthand and transcribing it on the typewriter; must be able to

handle correspondence as indicated by her manager without detailed dictation; must be able to meet, interview and handle visitors tactfully and diplomatically and make appointments either in person or by 'phone; must be thoroughly familiar with general office practice, such as filing, preparation of reports, collecting information for executive action; must have a sense of organization and ability to systematize work; should be thoroughly familiar with customs of business; should have a good memory for details; must be willing to study the particular need and temperament of her manager and be able to adapt herself loyally to his requirements both business and personal; must have pleasing appearance and personality, cheerful, unobtrusive, willing, and close-mouthed; must have good health and keep reliable attendance.

Few Applicants Measure Up

Obviously, this is a large order and, furthermore, it should be apparent to you as educators that the technique of shorthand, while fundamental and basic, is the least and simplest of all these requirements. A woman who can meet these specifications, I assure you, is not a drug on the market. She rarely has to look for a job and, if so, not for very long. She is generally a product of a good fundamental education in "the three R's," topped off with proficient training and experience in shorthand and typewriting, plus the careful and painstaking coaching and development of a competent executive, that is, a good business seasoning—emphasis on this training, the thing no educational agency can hope to supply. But even such procedure is not always a guarantee that the product is going to be a high-grade secretarial-stenographer, because while good secretarial-stenographers are probably made and not born, at the same time she must have certain inherent qualities capable of development, else the venture is doomed to failure.

Value to Her "Boss" and to the Business

I have never heard anyone give a satisfactory description of just what a secretarial-stenographer means to her executive; just how much help she can be to him if she measures up to all the requirements of her job on the one hand, and, on the other, how much of a handicap she can be by not realizing all her opportunities. The value of a secretarial-stenographer to a large extent is determined by the value of her executive's time to the business and the amount she is able to contribute towards his efficiency. An appointment missed through the lack of intelligent action and resourcefulness of a secretarial-stenographer may mean the loss of a business opportunity for the executive. Aside from the intrinsic value of her work, her personal qualities have a large influence on his morale. A simple oversight or lack of tact can often nettles an executive so that he is practically

worthless for hours. The contact is so close that the personality of the secretarial-stenographer has a direct bearing on his cheerfulness, optimism, and general morale.

How Men Hire Their Secretarial-Stenographers

Suppose we take the executive who is confronted with the problem of employing the secretarial-stenographer. He has these courses open: *First*, he can go out in the open market for an experienced secretarial-stenographer, or, *second*, he can employ a recently graduated stenographer supposedly qualified to take on secretarial work and break her in, or, *third*, he can promote a stenographer within the organization to the position and train her in the secretarial duties. I am going to surprise you, perhaps, by stating that from my experience I have observed that the best secretarial-stenographers are the product of the latter course, and I believe it is because they have had previous business experience in that particular organization. An executive, in my opinion, gets out of a secretarial-stenographer, in the final analysis, just about what he puts into her in the way of training and patient personal instruction in the duties which are peculiar to his particular requirements, provided she has the proper and adequate educational and business background.

What the Open Market Offers

In no other job does the matter of handling play such an important part—it can make or break the best material.

To go out in the open market for an experienced secretarial-stenographer means that you are going to be confronted immediately with the fact that there is a woeful lack of supply, both trained and untrained, experienced and inexperienced. This scarcity is not so apparent in other lines—capable bookkeepers, statisticians, clerks, and even clever writers and correspondents seem to exist in fairly adequate numbers, but start to hunt for a secretarial-stenographer and you will find an almost empty market. Even if you find her, you will have to teach her new methods and break her of fixed habits. The executive who has once had the experience of interviewing several hundred ladies, blondes and brunettes, short and tall, plump and slender, ranging in age from sixteen to sixty, each coveting the position and perfectly certain she is the only one capable of filling it, only to find not a single one who would remotely approach his requirements—that man will never deny that there is a dearth. And this seems to be true whether business is good or bad; a business depression merely means that there are more mediocre

secretarial-stenographers out looking for jobs who in better times might be employed. But the good ones, the real ones, are working, as usual, for when an executive is lucky enough to find and develop such a treasure as a good secretarial-stenographer, he grapples her to himself "with hoops of steel," and, let the times be good or bad, he holds on to her to the last man!

Personal Appearance the First Consideration

Consider the types who apply for such positions and analyze the ways in which they fail to meet the requirements of the work. First of all let us eliminate, as the prospective employer does himself at a glance, the girl whose appearance is wrong and who does not know how to dress the part. If a girl applying for a position of this kind is plastered with rouge, lipstick and mascara, or is so scantily clothed that she could step on the stage in the chorus of a popular revue without having to remove or even abbreviate a single garment, she is not the right kind of girl for the right kind of employer. Those who are too old and the extremely youthful may also be eliminated. Then we consider those who, in age and appearance at least, may be ranked in the desirable class. Personal qualifications must not only be satisfied first before going any further, but take precedence over all other qualifications, because there is probably no job in any organization where there is such a close personal contact and where the personal qualities are put to such a severe test as with a secretarial-stenographer to an executive. There must not only be compatibility but a meeting of minds.

The Ignorant Young Beginner

Now there is the young girl in her late teens who comes bright and fresh from business college with no business experience. Her dictation speed is rapid, typing fairly accurate and speedy, she has been fairly well drilled in spelling and punctuation and has at least a speaking acquaintance with grammar. But this is a superstructure built on a poor foundation; her education is faulty, she has had only elementary schooling, she lacks the judgment, self-confidence and initiative that comes only with maturity and experience. She knows nothing of business; she knows not whether she is going to like it or not; nine chances out of ten no attention has been given by her or her advisers as to whether she is personally a business type or not. She is just a dictating machine for reproducing correspondence as it sounds, regardless of what it means, and she doesn't know the language of the

office. She is not a secretarial-stenographer, she is just a "glorified" stenographer—even if that—and there is a world of difference.

The "Superior" College Girl

Then there is the well-educated girl usually fresh from College—in every sense of the word—who has taken a forced-draft stenographic course. With her self-admitted superior education and poise—or pose—she wants to do BIG THINGS. Far from having too little initiative she has too much, but in the wrong direction, unfortunately; she does not wish to receive instruction on any point—she knows already just how the thing should be done; she is above starting at the beginning; little things of detail nature are beneath her. Her shorthand is poor and her typing worse, which she explains by the remark that she has taken enough shorthand to "get in" and does not expect to be "just a stenographer." What she expects to do when actually inside, the harassed employer does not care to find out; what he does know is that he doesn't want a girl who has not possessed herself of the working tools of her trade and with such an attitude towards the job and its opportunities. Such a type has all the working tools in a way, but all is discounted by her personal qualifications.

These two types of applicants are extremes—but they are typical, and their number is legion.

Poor Material

From the standpoint of the buyer—which is naturally my position—it so often seems that it is the wrong type of girl who takes a shorthand course. The parents are desirous that she be a producer, but they wish her to have employment in an office, rather than in the factory where good wages may also be commanded but where the environment is poor and the girl's social status affected. A stenographer's job is, in the vernacular of the streets, "rather classy." The proud mother can say "My Mary is secretary to the head of the big law firm ——" and the family reputation is heightened thereby. So the young daughter is taken from school as soon as the law will permit and sent to business college, where competent teachers take this raw and unpromising material and fashion it into the dictating-machine type, already mentioned. More than this they cannot do, and it speaks volumes for the efficiency of the business school that they are able to do so much. There is a place for this girl in business, but not in secretarial work; she is a stenographer in prospect, but more than that she cannot be until she supplements fundamental education by further study and experience and gains

more maturity. I am not opposed to a business college giving such a girl a stenographic course, provided she is given the proper conception of the value of her services to a prospective employer. The trouble seems to be that the girl gets the idea, and often is encouraged in it, that she is ready for a high-grade job far above her ability, irrespective of her age, educational background, or inclinations—the same attitude in some respects as her college sister.

Field Needs Better-Educated Girls

I don't need to tell you (you realize it too well) that every effort must be made to encourage better-educated girls to take up shorthand. And you have a real appeal: Shorthand is the best entering wedge to good business positions for women if predicated on good education.

With the well-educated college graduate who has had the background and is capable of development, we at once encounter a sales resistance; she does not want to take up shorthand, she is afraid that she will be "only a stenographer," she fears too much routine and feels that her highly-trained mind is wasted in such effort and she should not be expected to do it. She is like the amateur musician who dreams of interpreting Chopin or Beethoven but is unwilling to undertake the drudgery of practicing scales. However, if the dearth of good secretarial-stenographers is ever to be overcome it is up to the business schools and colleges, with the aid of employers, to "sell" this girl that her education and maturity can be topped off with a real business asset in the shape of a stenographic course. You need her, she needs us, and we need her.

Show Them Goal is Worth While

If I were talking to these girls now I would say:

In taking up a Secretarial Course, you are preparing for a difficult profession, one which will exercise every talent and every faculty you possess, but one that affords the best stepping-stone to a business career that I know of for a woman. If you think it will be an easy road you are mistaken; it is a hard one, full of rough places and slippery ones also, as you will find to your sorrow, but the goal to be attained is so bright and shining that it is worth the striving and all the toil and trouble of the way. Be prepared to start at the beginning—there's no short cut to the finished product.

The Measure of a Successful Secretary

Consider for a moment what you, as a really successful secretary, must be:

First, you must have the working tools of your trade and they must be bright and sharp; you must be, first of all, a competent stenographer, able to take

dictation and transcribe a letter which will be neatly typed, accurately spaced and arranged, correctly spelled and punctuated.

Second, you must have tact, poise, and initiative. How often we hear those three words and how seldom, perhaps, is their real significance understood. A secretary must have tact—must understand the employer, meet his moods, smooth over the rough places, and relieve him of unnecessary detail. You must have poise, for the timid-rabbit type of girl who bursts into tears at a word of reproof and whose feelings are always under foot waiting to be trodden on is as useless in an office as a Persian cat. You must have initiative, or, rather, the faculty of understanding your employer sufficiently well to do his thinking when he is not there to do it himself—in other words, act, in his absence, as you know he would act, decide as you know he would decide.

The average girl thinks this is easy, but she is mistaken. It is only by careful study of your employer's mental processes that you can venture to act for him, and it is only when you can do this successfully, that you can be said to have "plenty of initiative, that you can and do that something *over* what is expected." As one employer tersely put it, "The difference between a secretary and a stenographer is the difference between the girl who knows the right thing to do at the right time and does it, and the girl who does the right thing when she is told."

Third, you must have ambition and the capacity to learn and absorb the details of business; to handle the correspondence, the life blood of any organization; meet clients or customers and by your attitude make friends not enemies for the house. You will have a chance to learn the inside of a business, particularly executive methods—just why one thing is right and another wrong—and if you are the right type and handle small things well, your employer will turn over to you the bigger things. The office manager of today often was "only a stenographer" yesterday who demonstrated by her tact, loyalty, level-headedness and ability that she was capable of bigger things and her employer was not afraid to trust her with them when the opportunity came.

Proving Her Ability

I want to tell you of a personal experience of mine which illustrates better than in any other way what I mean by real business initiative on the part of a secretarial-stenographer, the margin between a real secretarial-stenographer and a "glorified" stenographer. I went to New York one day unexpectedly on business and about eleven o'clock I took a chance and 'phoned a man it was necessary for me to see and with whom I had been corresponding. His secretary answered the 'phone. When I asked for Mr. —, she inquired who was calling. I could tell that she recognized me immediately and that she was thoroughly familiar with the business between her chief and myself. She then told me that Mr. — was out but that he wanted to see me, she was sure; that he would be back at twelve-fifteen, and that she would expect me there to see him then. Mr. — came in shortly after I arrived and obviously was surprised yet pleased to see me. His secretary immediately said, "I have arranged for you to lunch with Mr. Morgan at the — Club." During luncheon, we settled the business about which we had been corresponding, and then I said, "That's a real secretary you have. How did she know you would lunch with me?" "Well, I'll tell you," he answered, "that girl is a real business woman. She knew that if she simply told you I was not in, you would make another engagement and I would miss seeing you on this matter. She knew I wanted to see you about it, so she cancelled a less important engagement and dated you up!"

(Continued on page 393)

CONVENTIONS

Commercial Section Meetings of

The Michigan Schoolmasters' Club and the Ohio State Educational Conference

Reports by M. C. Burch

"**T**HE tallow-candle age is past," said Mr. Edward Rynearson, director of Vocational Guidance, Pittsburgh, in an address before the commercial teachers of the Ohio State Educational Conference on April 9. A brighter light of vocational guidance than can be thrown by the tallow candle is necessary in this enlightened world. In the old days it was a case of take the course we prescribe or get out. Today an understanding of the problems of life, how the subjects in the curriculum are to function in the life of the individual, and adjustment of subjects to meet the differing requirements of the students is adhered to. "Is Guidance Necessary in the Commercial Course?" the title of this address, he answered in the affirmative. Light must be shed on the future, that students may see the way.

"The School's Obligation to the Demand for Business Training," was the topic of Mr. C. W. Castleman, Continuation Schools Director at Canton, Ohio. In his investigation among the business men of Canton he found criticism that the high schools were not turning out product suitable for the business world and that the business colleges were taking the graduates and giving them just the business training necessary. The development of "business atmosphere" in the schools is a vital factor overlooked by many.

"Teachers should have a broad education, one that will permit them to see the relationship of all subjects in the curriculum," said Mr. Frank P. Whitney, principal of the Collinwood High School, Cleveland. He advocates that every teacher should have a part in the making or readjustment of the curriculum of the school in which he teaches. Mr.

Whitney then gave a specific outline of curricula making.

That the program drew a fine representation is shown by the fact that more than a hundred and fifty teachers were in attendance when Mr. Ford O. Harrison, principal of Wells School, Canton, who presided, called the meeting to order.

CHAIRMAN Clarence W. Blanchard, of the Northern High School, Detroit, arranged a very interesting program for those attending the commercial conference of the Michigan Schoolmasters' Club, April 2.

Professor George A. Meyers, of the University of Michigan, spoke on the Relation of the University to Commercial Education, and brought out many pertinent facts in his discussion. The general movement in Michigan, he reported, is toward better-trained teachers. Some schools now require a degree, and all teachers must have at least three years of normal and college training. In view of this, the University will offer a special summer course in Commercial Education. The work is to be in charge of Mr. Clay D. Slinker, Supervisor of Commercial Education at Des Moines.

Mr. Harvey B. Hayes, of the Northern High School, Detroit, discussed the Cultural Value of Commercial Subjects, showing that they have just as much cultural value, and more in some cases, than those in the academic department.

The meeting chose Mr. W. J. Russell, Flint, Michigan, as chairman for the coming year, and retained as secretary Mrs. Miriam O. Barton Lathers, of Ypsilanti.

New York G.S.T.A. Holds Last Meeting for the Year

Report by A. Alan Bowle

THE Dalton plan as applied to the teaching of shorthand was illustrated by Mrs. Mary Whitworth, of the Scudder School, at the April meeting of the New York City Gregg Shorthand Teachers' Association at the Hotel Pennsylvania. "The essence of this plan is that a student is given an assignment in each subject and then may proceed to tackle each subject in her own way and spend as much time on each as she finds necessary to complete it," explained Mrs. Whitworth.

Miss Bernice Turner, of the Eastman Gaines School, New York, outlined a comprehensive plan of correlation between shorthand and typewriting with a view to securing the highest degree of transcription efficiency.

Mr. T. G. O'Brien, Drake Colleges, asked the teachers to find out the reason why a knowledge and study of shorthand was of value to the young man starting in business. In interviewing men who had become successful through the use of shorthand he found the answer in that it develops self-confidence. The writer has to work himself up to the same pitch of concentration and imagination that the dictator did. This furnishes the strength which carries the stenographer onward up the ladder of success.

Mr. H. C. Schermerhorn, of the Merchants and Bankers School, dealt with the complaint

of some business men that students cannot do a day's work in a day's time. To alleviate that difficulty he has inaugurated a work day for those in his school who are on the point of graduating. They are required to spend the day in the office, from nine to five, and do what is considered a day's work.

Mr. Paul S. Lomax, assistant professor of Commercial Education at New York University, gave his excellent "Forecast of the Future of Commercial Education," which is summarized in the E. C. T. A. report. Compared with what was being done in the commercial field ten years ago, he showed that great progress has been made, and future prospects are bright for a unity of education—general, academic, and commercial, which is necessary to prepare students properly for life. And to prepare students to function in life is the basis of education.

Officers for the coming year elected were:

President, Mr. Paul S. Lomax, New York University; *Vice-Presidents*, Mrs. Martha J. Baldwin, White Plains High School, White Plains, New York; Mr. Alexander Massell, Central Commercial Continuation School, New York City; and Mr. T. G. O'Brien, Drake Colleges; *Secretary-Treasurer*, Mr. A. A. Bowle, New York City. The Association then adjourned until next fall.

Westchester Teachers Discuss Courses

Report by W. W. Renshaw

ON Saturday morning, May 1, the Westchester County Commercial Teachers' Association held its annual meeting in the White Plains (New York) High School. A goodly throng was gathered to reap the benefits which accrue from such meetings, and the destinies were guided by the able and genial president, Mr. W. B. Bowman, of the New Rochelle High.

During the year a committee consisting of Mr. Seth B. Carlin, Packard School, New York; Mr. C. O. Thompson, Mount Vernon Commercial High School; Mrs. Martha J. Baldwin, White Plains High School; Mr. Ralph H. Baker, Yonkers High School of Commerce; and Miss Jeannette C. Hall, High School, New Rochelle, New York, planned

courses of study to be used as a basis for negotiations with the State Department of Education with a view to their adoption. It was at this meeting that the report of this was given and a comprehensive discussion took place upon it. The meeting decided that Mr. C. O. Thompson, who presented the outline, should be delegated to further its progress at Albany.

Officers for 1926-27 were elected: *President*, Mr. Frank E. Potts, White Plains High School; *Vice-President*, Miss Mabel V. Eggleston, Yonkers High School of Commerce; *Secretary*, Miss Rachel Stockridge, Mount Vernon Commercial High School; *Treasurer*, Mr. James Spellman, New Rochelle High School.

Twenty-eighth Annual Convention
of the
Eastern Commercial Teachers' Association

New York City, April 1-3, 1926

Officers for 1926

PRESIDENT: Irwin L. Lindabury, Burdett College, Boston, Massachusetts
VICE-PRESIDENT: Paul S. Lomax, Professor of Commercial Education, New York University
SECRETARY: Seth B. Carkin, Packard Business School, New York City
TREASURER: Arnold M. Lloyd, Bank's Business College, Philadelphia

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Place of next meeting, Washington, D. C.

General Sessions

Report by Charles Lee Swem

ON April second, the twenty-eighth annual convention of the Eastern Commercial Teachers' Association was held at the Hotel Pennsylvania, New York City. Easter week is always a doubly important season to the commercial educators of the East, for it is at this period that they convene in annual session and discuss the paramount problems of their increasingly important field of service; and this year was no exception to the long line of successful meetings.

Superintendent William J. O'Shea, of New York City Schools, made the address of welcome, briefly tracing the spread of commercial education in New York City, beginning with one high school twenty-five years ago and today requiring five hundred teachers. Doctor O'Shea stressed the idea also developed by subsequent speakers in the other sections of the Convention, that it is becoming more necessary to train people along cultural lines as well as strictly business lines on account of the increasing demands of business.

"The future of commercial education is bright," he said. "The web and woof of our economic organization depend upon the exactness of keeping business accounts and scientific efficiency and speed in solving business problems. . . .

"There is an intimate relation between the problems of citizenship and the problems of business, and far more than before we see the degree in which these problems are the same problems. As the complexities of busi-

ness become more and more involved, it becomes more and more necessary to have a trained and cultured body of workers to fill the employment demands."

Mr. Irwin L. Lindabury, of Burdett College, Boston, in giving the response to the address of welcome referred to the great growth of commercial education in this country, saying that there are now nearly a million students taking commercial subjects. The demand in the future, he prophesied, may be for "generalists" rather than "specialists"—it will be necessary for our commercial training to be broader than it has been in the past.

Prof. J. Hugh Jackson, of the Graduate School of Business Administration, Harvard University, spoke on Present Tendencies in Commercial Education. Professor Jackson firmly believes that commercial training must be training in fundamental principles rather than in methods of procedure, as the procedure varies so greatly from one office to another:

The aim of real education is to train a person to cope with the problems of life. Teachers are beginning to realize that students cannot learn all the routine of an office in the schoolroom, and they are attempting to give their students a training in fundamental principles as well as in technique. Training that emphasizes technique and fails to give thought to the fundamental principles involved is useless.

In present-day schoolrooms, case material is being used rather than the ordinary textbook work. A trained mind is developed through this sort of instruction. But training should not only be broad, it should lead to the development of definite skill.

One of the hopeful tendencies which Professor Jackson notices is the growing desire of commercial teachers to be better prepared for their work, as demonstrated by the prevalence of college-trained teachers in commercial subjects as well as in the academic subjects. In concluding, he expressed his conviction that there should be more emphasis laid on the social and civic responsibility of the individual, and that this could be done most readily through the medium of commercial training.

In his President's address Mr. Frank A. Tibbetts, principal of the Dickinson High School, Jersey City, spoke feelingly of the necessity for development of character in the pupils, but pointed out that this is especially difficult under conditions prevailing today where classes are so large that it is next to impossible for the teacher to promote the growth of character. He feels that one of the most important steps necessary for the betterment of instruction in commercial education is the limitation of the size of the class. He questioned the value of the compulsory education law as it is at present, explaining that very often the boy or girl within a few months of being released from the provisions of the law is brought in and must be accommodated in the classes but refuses to keep up with the work or is incapable of doing so. His conclusion is that such boys and girls, or boys and girls incapable of profiting by ordinary class work for any reason, should be kept in special classes, in order that the work of the teacher in the regular classes may not be hindered.

The Banquet and Dance

The annual banquet provided an agreeable occasion to "get together" and forget momentous commercial topics for a time, as well as to listen to the display of oratory and good fun invariably provided.

Mr. Frank E. Moore, of Rider College, ably officiated as toastmaster and introduced as the speaker, Professor Hughes Mearns, of the School of Education, New York University. Professor Mearns' topic was "Setting Free the Creative Spirit."

A session of dancing followed the banquet.

Second General Session

At the beginning of his talk on What is Wrong with Commercial Education, Dr. John L. Tildsley, associate superintendent of schools, New York City, made it clear that he did not intend to make an attack upon commercial education. He is heartily in favor of it. "In fact," Doctor Tildsley said, "in my opinion commercial education is today in a healthier condition than ever before in its his-

tory." He analyzed the causes which have been responsible for the comparative decrease in the number of students taking commercial subjects as compared with those taking academic subjects, and gave as one of the most important the junior high school movement. He explained that it has been extremely difficult to find properly equipped commercial teachers for junior high schools, which has resulted, in many cases, in the majority of the students being put into the academic classes for which suitable teachers were available.

Another difficulty has been that the competent commercial teachers have found it necessary, because of salary conditions, to devote time to outside business or night school, utilizing in this way energy which should have been available for their regular teaching.

His conclusion was that salaries should be raised to a point which would make it possible for the teacher to refrain from any outside work of this kind. Doctor Tildsley said that this should be done even if it became necessary to increase salaries to a figure comparable to that which would be offered by the business world, although in some instances this might mean that higher salaries would be paid to commercial teachers than to academic teachers of the same qualifications.

Third General Session

Immediately after the business meeting, the Convention listened to two very able expositions of their subjects by Mr. W. H. Leffingwell, of New York, representing The National Association of Office Managers; and Dr. Henry Crane, of Malden, Massachusetts.

Mr. Leffingwell's subject was The Part of the Business School in Training Office Workers. He urged the necessity for improving the product of the commercial school and discussed the manner in which this could be accomplished. While there are many occupations, he pointed out that there are basically but few tasks for the student to learn. He said:

It is the function of the business school to cultivate the proper point of view on the part of its students. This is far more important for their future career and for the business world than learning how to operate the typewriter. They should be taught what business is, and that no matter how humble or unimportant their job, they are virtually and actually a part of that business.

Some work should be done toward the discovery of what are fundamental work habits. Success is the matter of cultivating correct working habits, and an effort should be made to make the student realize the need of such habits.

These fundamentals demand not preaching or telling, or even learning about. What is required is the development of special work habits. . . . The office worker must be taught to work.

Doctor Crane, in an inspirational address, "Business at Bat," stressed the growing im-

portance of the business man in world affairs. The professional soldier, the professional religionist, and the professional politician have had their day, he said; it is now the day of the business man. Business has risen, he de-

clared, to its present prestige because it has built upon the solid basis of coöperation, and it is only through coöperation that it will survive to bless, and not ruin, the world by its rule.

Secretarial Section Meetings

Report by A. Alan Bowle

THAT the Secretarial Section was a popular one was demonstrated by the fact that the regularly assigned room was insufficient to house the listeners and that it was necessary to adjourn to one of the ballrooms so that all could be accommodated. Miss Mabel M. Leidy, Temple University, Philadelphia, ably handled the proceedings and did justice to her position as chairman.

Tests and Measurements

The first speaker was Dr. Thaddeus L. Bolton, head of the Psychology Department at Temple University. In developing his subject—The Application of Tests and Measurements to Shorthand and Typewriting—Doctor Bolton said:

The teaching and practice of stenography and typewriting offer a peculiarly favorable opportunity to study the problem of education from the standpoint of measured results. Only a few other subjects, like mathematics, furnish such a chance to do something as decisive. . . .

In this as in many other disciplines, we need to know what the profession requires of those who are to serve in it, the natural endowments in the way of intelligence of those who are already succeeding in it, and the amount of special training they must have to supplement their endowments. As soon as we have determined these, we are in a position to pick out from the student body those who by their natural endowments give good promise of being trained successfully for the work.

Fluctuations in students' ability; what is commercially necessary in different kinds of offices, the "personal equation," or how much error belongs to each individual worker—all these things needed studying and suitable tests and measuring scales suggested.

These subjects are based upon skillful movements. These movements are subject to the law of forgetting. No movement will remain with us except we continue repeating or practicing it. The question to be asked is, do the periods of practice come so near together that the forgetting process does not prolong the time of training? Are the periods of practice so adjusted that skill is developed most rapidly? Is the practice of such a kind that the skill possesses the greatest degree of permanence? . . .

We must be able to measure practice *gain* and practice *loss*. It is a complex situation challenging our greatest ingenuity and resourceful experimentation.

Doctor Bolton concluded his remarks by illustrating experiments that had been made under his supervision, showing that students

with low speed capacity are, as a rule, low accurately, and that students with high speed propensities are, as a rule, accurate writers, a conclusion pointed also by the tests described by Mr. Slinker, of Des Moines, in a contribution to be found on page 371 of this issue.

Miss Ethel A. Rollinson, of Columbia University, New York, author of "Diagnostic Shorthand Tests" (*Gregg*), addressed her remarks to My Reactions to Tests and Measurements.

"There has been progress," she said. "Formerly all tests carried the idea of 'experiments,' while today the ideas are in terms of 'achievement' and 'reactions.' This shows that tests are no longer considered as 'experiments' only, but as real factors in the teaching situation."

She considers the situation analogous to a city on either side of which were two hills. On the one lived a community to itself; on the other there resided another group, while in the valley between were the people of the great city. Translated into terms of school administrators and teachers, there were those who stood by the belief that there was absolutely nothing of value in tests and measurements, while on the other side were those who believed that in some mysterious way tests can settle anything and everything with absolute validity. But in the valley were the great body of teachers who saw much good in the tests but also appreciated their limitations.

Various Tests in Use

Miss Rollinson outlined the various tests that have been organized: The capacity for intelligence; verbal and performance; character; subject; prognostic, diagnostic, and progress tests. She stated the value each had in relation to shorthand instruction. The intelligence tests are useful for segregation according to mental ability, so that greater progress can be made by both the bright and the dull.

Interest in the subject is not of necessity an assurance of successful learning. It is, therefore, necessary to test pupils for potential capacity to react to the stimuli necessary for

shorthand writing. In this respect Miss Rollinson endorsed the Hoke Stenographic Ability Tests.

Diagnostic tests should help to weigh relatively the different factors making up shorthand instruction and thus establish standards by which we can measure the different phrases of our instruction. The diagnostic tests to which Miss Rollinson referred were those which determine knowledge of theory, penmanship, facility and reading ability.

Miss Rollinson's reactions to the intelligence and potential tests as a whole was that they should aid us:

1. To classify students in sections for special treatment according to mental and potential ability levels.
2. To improve the technique of instruction in the matter of methods, materials, assignments, and stimuli.
3. To bring about greater progress.

The diagnostic tests may measure the worth of shorthand instruction in that they should:

1. Keep our teaching from being lopsided.
2. Analyze special difficulties.
3. Indicate remedial measures in drills, methods, and assignments—in general they should improve instruction.

Psychological Factors in Teaching of Shorthand

How the laws of learning are applied in the shorthand classroom was explained in the address of Mr. Paul S. Lomax, assistant professor at New York University. To illustrate, he supposed the assembly as a class and showed how each step was taken in accordance with the seven laws of learning.*

Professor Lomax outlined a brief history of shorthand; illustrated on the blackboard longhand and shorthand forms for the word "business," to show the time-saving feature of shorthand; and asked the class for definite aims for studying shorthand. Having secured a number of responses, he stated that it was his purpose to achieve writing a sentence the first day in school. He first taught *can*, then *go*, and then *I*, finally correlating these three words into the sentence, *I can go*, which can be used as a slogan throughout the course.

The *Law of Readiness* is adhered to by arousing interest, emphasizing the vital importance of having a definite aim in the study, and by connecting the new with the old experience by showing shorthand symbols as part of longhand strokes.

The *Law of Exercise* was exemplified by the exercises in writing given the student. A sentence is written very early in the lesson.

A feeling of satisfaction at having com-

pleted a sentence brings into play the *Law of Effect*. The effect of being able to write a sentence is tremendously stimulating.

The pupils are asked to give their aims and reasons for studying shorthand, and this co-



Irwin L. Lindabury
President-Elect

incides with the *Law of Multiple Response or Varied Reaction*, for the reactions of each upon this feature is varied.

The *Law of Partial or Piecemeal Activity* is seen in the teaching of *I can go* in its elements. First *can* is the prepotent element, then *go*, then *I*. Finally, these three elements are thrown together into a total gross writing situation, *I can go*.

It is obvious that the teacher is supremely conscious throughout the lesson of the need to fix in the minds of the pupils a wholesome, happy, fascinating attitude toward the learning of shorthand, which thought comes within the realm of the *Law of Mind Set or Attitude*.

The *Law of Associate Shifting* is demonstrated when the teacher, upon dictating the word *can*, shifts the writing response of the pupil from the longhand *can* to the shorthand outline.

When the teacher has the pupil's writing response to the dictated word *can* shifted from the longhand form to the shorthand form, the analogy between the two writing responses is indicated by showing that the shorthand stroke is simply one of the strokes in the longhand response, as *n*. Here is one of the leading merits of the Gregg Shorthand, because, according to the law of assimilation, or analogy, "to any new situation man responds as he would to some situation like it, or like some element of it."

We want to emphasize that these laws of learning

*A short article on this subject by Mr. Lomax was published in the March issue of this magazine.

for the most part *operate as a unity* in a complex shorthand situation. They do not operate as isolated factors but are all fused into one complicated, intricate learning pattern. The different laws are, in effect, different aspects of the total learning process; and, since the teaching process itself exemplifies the



Frank A. Tibbetts
Past-President

Law of Partial or Piecemeal Activity, the teacher, as he stimulates, guides, reinforces the pupil in his learning, attends to first one of the laws and then to another.

Afternoon Session

At the afternoon session, four very fine papers were contributed to the discussion of secretarial training. The first, by Mr. Raymond G. Laird, headmaster of Roxbury High School, Boston, went into the *Why and How of Secretarial Training*. Mr. Laird differentiated between the stenographer and the secretary in this manner:

What is a Secretary?

We understand a stenographer to be one capable of taking required dictation and transcribing it on the typewriter with reasonable facility. She is supposedly under definite instructions and her work is closely supervised by some other person. No calamity is expected when she leaves the office.

The secretary is one who has all the qualifications we expect of a stenographer, and, in addition, has an inherent capacity that will enable her to represent her employer beyond the range that would be expected of a stenographer.

But the line of demarkation between a stenographer and secretary is not always indicated. . . . Most people regard a secretary as an exalted stenographer.

Mr. Laird is convinced that commercial in-

struction in the high school should return to first principles—to shorthand and typewriting. He thinks that the training of secretaries should be left to higher institutions, because the high school finds itself in no position to offer real competition with such institutions, except in nomenclature.

The Private School Program

Under the title, "Secretarial Training as Applied to the Private Business Schools," Miss Lena Dalton, Strayer's Business School, Washington, D. C., gave an interesting exposition, and one containing many valuable suggestions, of the program carried out in her school. In an endeavor to simulate actual business conditions, Miss Dalton said, the dictation is given in the classes much as the business man himself would dictate a letter—sometimes smoothly, when his ideas are well-ordered, and again by leaps and bounds when he has to make several attempts to find the word he needs. Miss Dalton gave illustrations of the "work sheet" by which a daily record of the student's work is kept always before the teacher.

The Question of English

Mr. John Dennis Mahoney, head of the English Department at the West Philadelphia High School for Boys, spoke on the Importance of English in Secretarial Training.

"Everybody needs English," said Mr. Mahoney. "It is the universal tool of expression in every phase of life—more so than walking is the universal tool of locomotion. For there are more persons using wheel-chairs in the business world than there are those who use the sign language. . . .

Good English is an essential of the secretary's job, for above all else the secretary is the voice of her principal to the outside world. If she has not acquired good English in her secretarial training, she fails, whether her "boss" knows English or not. If she represents a man of poor cultural education but possessed of distinguished ability along some worthwhile line, the need for her good English is one of his greatest needs.

On the other hand, if the "boss" knows English when he sees it, it is not necessary for the applicant for a secretaryship to be well equipped. She will obtain a good first-hand lesson in the polite and dignified use of her mother tongue in the manner in which she is refused.

What the Business Man Wants

First-hand information of what the business man wants in his secretary was furnished in an admirable paper by Mr. Earl B. Morgan, manager of the Curtis Publishing Company, Philadelphia. Mr. Morgan's paper is published in full in this number of the *American Short-hand Teacher*, as you already have discovered.

Penmanship Section

Report by Guy S. Fry

A Shorthander's Impressions of a Longhander's Meeting

THAT very successful banker, James B. Forgan, of Chicago, was writing of his own experience when he remarked upon the great heights of fame and fortune to which a very little special knowledge or ability might carry one. Clear thinking was something of a specialty with Mr. Forgan—more so than with many another of the great and the near-great of the earth, who from their heights recklessly indulge themselves in unkind criticism of neighbors whose ways are not their ways and whose gods are not their gods. This peculiar introduction to a report of a meeting of penmanship teachers was suggested by the remarks of Mr. W. P. O'Ryan, of the Alexander Hamilton High School, Brooklyn, anent certain comments of one of our mighty men.

It seems that our friends of the penmanship fraternity have been affronted recently by a pronouncement to the effect that a low order of intelligence is the usual corollary of superior skill as a penman! If the classifying professor could have heard the lowly penman's presentation of the matter, he would at least have made note of one exception to his rule, and a further observation that the study and practice of writing sharpens the wit and strengthens the logic, for Mr. O'Ryan made good use of both in his talk.

This gentleman's assigned subject was Penmanship Problems in the Commercial High School, but, while he had something to say about his teaching, it was evident that his work is no problem to him. His suggestions about getting character development through the routine of the penmanship work and the teacher's contact with his pupils were stimulating and showed surprising possibilities.

Pupils of P. S. No. 4 Stage Demonstration

An interesting feature of the session was a demonstration arranged by Miss Fannie Cohen, assistant principal of P. S. No. 4, Manhattan, and given by pupils from that school, showing the application of penmanship training in the ordinary work of the pupils and how it is carried over into their shorthand training. The close correlation between ordinary long-hand and Gregg Shorthand was made very clear as the pupils turned from one kind of writing to the other.

Mrs. Elizabeth N. Horgan, supervisor of penmanship at Orange, New Jersey, has

adopted with excellent results an extension of the time-honored, interest-getting plan of posting results. Being a supervisor, her posting is not the grades of pupils, but, instead, the standing of schools and teachers. Through the coöperation of the school printing plant her reports are printed and she then distributes them to the principals and teachers—and the grown-ups seem to respond just as readily as the youngsters! A discerning teacher is Mrs. Horgan. Shorthand supervisors might well adopt this idea.

Chats by Palmer and Gaylord at Afternoon Session

The afternoon session was largely given over to a program of reminiscences. It was somewhat of a change from the sort of addresses which make up the bulk of our convention programs, but was well received, and to me the session was most interesting. The chatty personal talks given by Mr. A. N. Palmer and Mr. E. E. Gaylord permitted one to relax from the tension under which argumentative and technical discussions must be followed.

Not having to concern myself laboriously with the subject matter, I found opportunity and disposition to reflect upon the character and accomplishments of the men speaking and being spoken of. This was a fruitful type of reflection. We all know something of Mr. Palmer's achievements in the penmanship field, but many, perhaps, do not understand in what large part his success is that of a very remarkable teacher. Even in his unprofessional, casual discourse, the listener could not fail to note the enthusiasm and originality that have characterized his work and brought him success. More valuable than any study of penmanship methods to the one who seeks results in teaching that or any other subject, will be an appreciative understanding of the character of this outstanding teacher.

My thoughts were carried further in this direction as Mr. Gaylord spoke of the men who have been dominant figures in the penmanship world—which means in many cases that they have been leaders and even founders in the field of commercial education. He mentioned them only as penman, but I saw a group of people differing greatly in many re-

(Continued on page 396)



SCHOOLNEWS & PERSONAL NOTES

From the Editor's Mail Bag

AS we go to press we receive an announcement of particular interest to many of our readers. It is that Grove City College, at Grove City, Pennsylvania, will teach Gregg Shorthand in its regular classes in the fall. This institution is well known for the extensive commercial teacher training work it is doing. The announcement comes from Mr. R. G. Walters, head of the Department of Commerce.

ANNOUNCEMENT has just been received also, from New York University, of the 1926-27 commercial teacher-training curriculum offered by the School of Commerce in coöperation with the School of Education. A wealth of material is scheduled, but those courses of particular interest to our readers are, perhaps

Research Studies in Commercial Education (Education).....Associate Professor Paul S. Lomax
The Teaching of Gregg Shorthand (Education)
Associate Professor Paul S. Lomax
Survey of Commercial Occupations—First Term—
(Education)....Associate Professor Paul S. Lomax
History of Commercial Education—Second Term—
(Education)....Associate Professor Paul S. Lomax
Principles of Commercial Education (Education)
Associate Professor Paul S. Lomax
Improvement of Instruction in Commercial Subjects
(Education)....Associate Professor Paul S. Lomax
The Teaching of Secretarial Practice (Education)
Mr. Edward J. McNamara
The Teaching of Elementary Business Training—
First Term—(Education).....Mr. Seth B. Carlin
Methods of Teaching Typewriting—First Term—
(Commerce).....Mr. John Walsh

These courses lead to the degree of Bachelor of Science in Education. Further information can be obtained by addressing Mr. Lomax at the University.

THE largest Catholic High School on the Coast is the Los Angeles Catholic Girls' High School. This school is fully accredited to Universities and Colleges, and is housed in a new, half-million dollar building. Two of the best teachers of Commerce in the Catholic

Orders were selected to head the department of commerce—Sister M. Andrew and Sister M. Anthony.

We have just received a copy of *The Crozier*, the Year Book of the school, and find a page written by one of the students, Miss Florence Dolan, the content of which should be the keynote of all commercial work. Miss Dolan (class of '25) writes as follows:

The ultimate aim of any commercial course is an adequate training for business. It is the aim of those in charge of our Commercial Department to instill into the students' minds and habits such fundamental business ideals as promptness, regularity, neatness, economy, strict compliance with orders, ability to do independent and constructive thinking.

The importance of a thorough business training in the life of every commercial student can scarcely be over-estimated, since it is the only safe means by which he can increase his chances of personal service and success. Commercial education, like classical education, tends to draw out of the student the best he has and inspires him to do the difficult tasks which arise in his path of duty.

There are five prime aims in teaching the commercial course. First of all the student should be trained in poise, balance, and trustworthiness. Second, our three-fold nature must be symmetrically developed. There can be no physical locomotion without cultivation of bodily strength, and there can be no moral service without the culture and exercise of our spiritual selves. Our business structure of today is built upon credit—credit which rests upon moral obligation and honesty, which in turn rest upon character. Thirdly, to train the student in such a way that he will go out feeling that the world is depending on him for a definite contribution to human progress and welfare. Fourthly, to train him for citizenship, and finally, to train him definitely towards the actual business field.

THE shorthand students of the James Monroe High School, New York City, have started a unique magazine, *The Gregg Journal of the James Monroe High School*. It is all in shorthand, written by students of the class. Various journals in French, German, and other languages are common for use in the study of these languages, but we believe this is the first instance of an all-shorthand school publication. The idea was originated by Mr. Benjamin Fromberg, head of the shorthand and typing department. Mr. S. Holstein is the faculty adviser. Dr. Henry E. Hein,

principal of this school, says in an introduction, after writing about the pioneering spirit that was responsible for the journal:

There is no merit in merely doing something new. The glory that comes to the pioneer comes to him not because he is the first one to do a certain thing, but, rather, because he is the first one to do something worth while.

The new journal is distinctly worth while. It will be a great aid in keeping alive the enthusiasm for shorthand in the school and of giving the students—who write all the shorthand plates—an opportunity for self-expression in a worth-while undertaking.

We intend to give a reproduction of one of the pages in the September number.

BY a recent arrangement, the State College of Washington will give students of the Northwestern Business College, Spokane, entrance credit for work done in Northwestern in bookkeeping, shorthand, penmanship, commercial arithmetic, business English, and commercial law.

President Miles M. Higley is to be congratulated on securing this recognition for his school.

AN interesting editorial comment on the fine work being done at Beacom College, as well as a detailed account of the festivities, appeared in the issue of the *Evening Journal* of Wilmington, Delaware, following the annual reunion, banquet, and dance of the Beacom College Club at Hotel DuPont there on April 7. The write-up must have been very gratifying to Mr. and Mrs. Wm. H. Beacom when it reached them en tour around the world, and also to the president of the club, John C.

Newnam; R. Paul Clark and his banquet committee; and to Mr. J. W. Hirons, vice-president of the college, all of whom worked so hard and well to make the affair the success it proved.

Among the many distinguished guests were Governor Robinson and his lady, Mayor and Mrs. George W. K. Forrest, and Miss Winifred J. Robinson, dean of the Woman's College of the University of Delaware. Mr. E. H. Norman, president of Baltimore Business College, came up to address the Club and present the honors to the graduates, and Mr. Spillman of the Remington Typewriter Company gave some success pointers, also. Nearly 250 were present.

FOUR eventful days (April 20-23) marked the incorporation of the Kelsey-Jenney Commercial College at San Diego, California, and its removal to the new quarters in the Edmonds Block on the corner of Eighth and Broadway. The program was eloquent of the hearty coöperation which distinguishes the relations of this college with the public schools and civic organizations of the community. Mayor Bacon assisted in the Inauguration Day program, April 20, along with the city and county superintendents and the principal and faculty members of the San Diego High School. Patriotic exercises under the auspices of the Heintzelman Corps No. 1, W. R. C., opened the initial program—music and the presentation to the school of a beautiful U. S. flag. Luncheons were held Tuesday at the Kiwanis Club, Wednesday at the Advertising Club, and at the Lions' Club, Thursday. Friday afternoon's entire program was presented by the Alumni.

90% Gregg Writer Clubs

Winners of "Gregg Writer Graded Readings"

California

Jessie Bradley, Southern Secretarial School, San Diego

Illinois

Winifred A. Wilson, High School, Decatur
Jennie Threw, High School, Farmington

Maine

Bertha Garland, High School, Caribou

Michigan

M. Agnes Wells, High School, Benton Harbor

Minnesota

Pearle Knight, Central High School, St. Paul
Sister M. Lucinda, St. Bernard Business School, St. Paul

Montana

Robert Graham, Baker High School, Baker

Nebraska

Verda Hauptman, High School, Syracuse

New Jersey

Sister C. Frances, St. Mary's School, Plainfield

New York

A. D. Delbert, Delbert's Private School, Philadelphia

North Dakota

Arthur Stuckenbruck, Jamestown College, Jamestown

The Value of Commercial Credits

and

Their Consideration for College Entrance

By A. J. Reed

Head of the Commercial Department, Muskegon High School, Muskegon, Michigan

SOME months ago I ventured a suggestion to the secretary of the Commercial Section of District No. 4, of the M. S. T. A. that we take up a discussion at our next annual meeting of the problem of securing a more definite policy with regard to the consideration of Commercial Subjects for College Entrance. Following the plan of the secretary, I believe the commercial sections of the other districts are discussing the problem. The discussion of this problem was assigned to me and I have endeavored to examine the results of previous efforts along this line as well as to get the viewpoints of leading educators about the country. It has been a very interesting task to me, because I believe there is a challenge in it to all commercial educators of today. It is a question which deserves our best attention and study. Commercial education is fast coming into its own. Among the major problems arising out of its growth, the one under consideration today is vitally important.

Commercial education has been enjoying a tremendous popularity in our public high schools and colleges. The question of commercial credits for college entrance is one growing out of the increased number of universities and colleges offering business administration subjects. The commercial departments in our high schools have been increasing in numbers. They have enriched their curricula and have adjusted themselves to the business world in a splendid way. But all this has been done only because the public has demanded it. There has been a spirit of toleration only on the part of some and it has been with a sort of reluctant spirit that the commercial department was recognized. It has been regarded as mercenary by the classical scholar: as of no intellectual benefit by the old-time educator. Some of this feeling has been overcome, it is true, but much remains to be done to bring about the changes which will place commercial education on a plane with the academic subjects in their administration. All educational processes use the getting of knowledge as their means. If

we tend to emphasize the getting of this knowledge for its own sake without any reference to its practical side or its cultural value, then we are stressing pure scholarship as our ultimate aim.

It is difficult to discuss the subject in hand today without our determining (1) what qualities college entrants should have, and (2) what subjects will produce those qualities. Now it is with reference to the first of these that we seem yet to be undecided. With respect to the second one we seem yet to be following blind tradition. It will be conceded, perhaps, that if two years of Latin is a better preparation for a course given in the third year of that subject, than two years of typewriting or shorthand would be, then would it not logically follow that if a college course is to be made up of advanced work in certain fields then previous work in those fields is a better preparation than other work? Considered from the standpoint of the merits of different subjects, the whole matter would seem to depend on what is going to be taken in college.

One dean of the Business Administration School in a leading university states that his department would rather take students who had no previous training in commercial subjects, on the *notion*, as he says, that such courses do not serve as well in preparation for college work as those usually designated as college preparatory. Please note that it all rests with a *notion*. Now what if we trained our business students to rely on notions and hunches? Notions savor of unfounded hunches and an indefiniteness that is little short of criminal.

Content and Purposes

Another way of looking at the matter is to assume that the content of subjects makes very little difference so long as the student has taken enough of any one subject to have developed his viewpoint and to have acquired habits of study and ability to build one unit of work on top of another. This seems to me

to be quite sensible. Some universities are beginning to adjust themselves to similar methods of determining the value of entrance subjects.

Practically all commercial high school students leave school to enter employment direct. Teaching must be in terms of their vocational needs rather than in terms of college entrance requirements, if there must be any variance in the nature of these two sets of requirements. On the other hand, why should they not tend to be the same? The colleges should work out with the high schools a standard plan of college entrance credits in commercial subjects for work done in approved high schools.

The Aim of Education

Education that is defensible should be the aim and task of the school. If high schools have met this requirement, then those trained in them should be accepted for admission into higher institutions. A student cannot successfully attempt to complete both general studies for college admission and vocational studies at the same time. This situation calls that further recognition be given to commercial studies for college admission, or else the doors of the college are closed to commercial students. If the high school gives real education along various lines, it seems that it is the duty of the college to take the product of that school and give this product the opportunity for continued development.

Related Commercial Subjects

Related commercial subjects are not narrowly vocational in character. Take, for example, commercial geography, economics and business law—vitally related to the commercial course. Few subjects offer better mental discipline than commercial geography. It offers a splendid opportunity for widening the everyday horizon of students and of training their reasoning powers as well.

Economics Basic

We call economics the science of business. The business man who is to see his work in its broader meaning must have a knowledge of at least the fundamentals of this subject. It is necessary if one is going to get any satisfaction out of his own life and be able to render any real service to others. There are few subjects that will give us more direct returns than economics when rightly and sanely taught. It renders a large social service to men living in organized society. I believe many of the differences between labor and capital are a result of the inability of

the two to see all points of view. They settle their troubles to the disadvantage of the consuming public. We believe the study of economics combats this trouble before it starts, by setting the youth right on these points from the beginning.

Commercial Law

Commercial Law is the business man's guide post. He is not safe in conducting his business unless he knows the laws and procedure of business. If he is to steer clear of the courts, if he is to know when to see a lawyer, he must know some business law. This subject is well enough established to give us a fine body of material which broadens the interest and affords a practical and educational subject of the first order.

To leave these three general subjects out of a commercial course would be to rob it of its most vital parts. To deny pupils who have been trained in these subjects the privilege of offering them towards satisfying a part of the requirements for admission into college, would be to close for these pupils the doors of further educational study.

English, Shorthand, Typewriting, Bookkeeping

I have discussed briefly the value of certain so-called related commercial subjects and why I think they should be accepted for college entrance credits. We could go on through the list, including English. Most of them are quite generally recognized. As for the technical subjects such as bookkeeping, typewriting, and shorthand, there are various opinions as to their value for college entrance credits. We believe two years of bookkeeping given in the third and fourth years in high school should claim more credit than if given the first two years. Typewriting is of great value as an adjunct to the teaching of English composition if properly taught. There is something more than motor skill involved in that study. Concerning shorthand, there is no question in my mind of its cultural value.

Going back to the subject of bookkeeping. A great many college professors of accounting tell us they prefer that their students in accounting have no previous training in bookkeeping. They lack faith in the viewpoint developed in the high school student of bookkeeping. I would like to ask Mr. Professor of accounting to show me wherein the subject matter and technique of his accounting courses are so primarily different; wherein are they so functionally different that he is afraid of his students' preconceived ideas and knowledge of bookkeeping? Granting that

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Skill in Transcribing

As Shown by Tests in Twenty-one Schools

Conducted by Clay D. Slinker

Supervisor of Commercial Education, Des Moines, Iowa

IN May, 1925, there was given in twenty-two high schools in different parts of the country a transcription test that had been prepared by the writer. The main purpose of the test was to ascertain the transcribing ability of the average high school pupil near the end of the fourth semester of the study and practice of shorthand and typewriting. It was my thought that this knowledge would be useful to teachers and others who are establishing standards of acquirement in these subjects. That there is need for definite information of this kind is evidenced by the widely divergent opinions as to present performance and as to what should be expected. In a course of study monograph of a prominent school system, we read that fourth-semester pupils are expected to transcribe, at a sustained rate of speed of 30 words per minute, matter of an intensity of six or seven. It is quite common to hear or read of an average performance at the rate of 35 and 40 words per minute. Before any satisfactory conclusions can be reached on this question, we must have some agreement as to difficulty of matter dictated and a reasonable number of cases to prove that our conclusions are accurate.

Now, with a fair amount of modesty, the writer might lay claim to being something of an old-timer at teaching, and at testing performance in shorthand and typewriting; and while we have had many pupils who could transcribe ordinary matter at forty words per minute and even more, we are under the impression that whole classes of fourth-semester pupils that would average anything like such speed are very rare. As was said at the beginning, the test to be described here was given with the hope of assisting all concerned in arriving at a reasonable requirement.

Matter

For the test used in this case eleven business letters were selected and the wording changed so as to eliminate unusual and technical words. Dr. Horne's list of 3,000 commonest words has been taken as a guide in the choice of vocabulary, and 98.29% of the words used in the bodies of the test letters used are in this

list—the average intensity of this matter is 5.07. In other words, the pupils had to make 5.07 strokes per word in transcribing the letters. Since the standard for the international typewriting contests is 5 strokes per word, it would appear that the material used in this instance is slightly above their standard.

Dictation

The test contained approximately 1,100 words, which were dictated in fifteen minutes. The name of the home town was dictated, also the date at the beginning of each letter, then the inside address and the letter. Since the writing of the proper names required much time, the dictation of the body of the letter had to be given at probably 85 to 100 words per minute. The pupils were allowed two minutes in which to scan their notes, after which the papers were covered till the signal was given to begin transcribing.

Transcription

Pupils began with letter one and continued in regular order for exactly thirty minutes, writing each letter complete on a separate page. The marginal stops were set at 5 and 65, with the machine set for double spacing. Teachers gave no assistance, but the pupils were permitted to use the dictionary and other reference books as much as they liked. If all letters were completed before time was called, pupils were instructed to begin with letter number one and transcribe as before.

Grading

An arbitrary system of grading was adopted, whereby five words were deducted from the total for each error in wording, or spelling, and for each word omitted or inserted. (For substitution or insertion giving correct sense $2\frac{1}{2}$ words were deducted.) One word was deducted for each typewriting, capitalization or punctuation error (period, interrogation, exclamation, quotation). One-half word was deducted for each error neatly erased and corrected (for bad erasure one whole word was deducted). From the total words tran-

Table of Results

School	Number of Pupils	Median Grade	Upper Quartile	Lower Quartile	Median Speed	Upper Quartile	Lower Quartile
2	14	92	95.4	88.1	22	25.4	16.4
3	16	99	99.5	98.7	30.5	36.5	20
5	19	90.7	95.2	84.2	18.3	23.2	14.1
6	32	94	96.2	81	22.1	26.2	17.2
10	34	88	95.1	72.1	30.6	32.1	29.1
17	13	76	96	66	16.2	16.8	14
18	9	97	97	96	23	24	21
19	60	97	99	96	23.5	27.5	21
19B	49	94	96	92	28	33	26
19C	18	98	99	95.5	26.5	33.5	24
19D	29	96	97	95	24	27	20.5
21A	24	96	98.2	94.5	32	33.5	26.6
22	14	92	93.3	87.6	21.6	22.6	19.6
25	18	96.2	97.1	93.1	18.1	18.2	17.1
28	35	87.5	92.4	79.2	23.2	25.1	19.2
29	48	87	91	77	16	20	13.6
32	23	91.1	96.2	86.6	18	23.2	16.6
32A	25	80.5	90.8	79.8	15.7	20.3	13.6
34	47	91.5	95.5	86.2	23.2	27	19.3
41	27	78.3	88.2	67.2	18.3	26.2	14.9
45	8	91	96	90	21	23.5	16
All Schools	562	93.5	97	84	22.8	28	18

scribed by each pupil there was deducted the total penalty, then this net amount was divided by total number to get the grade per cent of each pupil. The median grade for the 562 pupils participating was 93.5%. The median speed was 22.8 words per minute. One pupil transcribed at the rate of 39 words per minute with perfect accuracy. Three who transcribed at the rate of 46 words per minute had grades of 95%, 96%, and 99% respectively. Twenty transcribed 35 or more words per minute with grades ranging from 95% to 100%.

Correlation of Speed and Accuracy Shown

One thing of interest is the definite correlation of speed and accuracy. Twenty-five per cent of the pupils had grades of 97% or better and this group had a transcribing speed of 26 words per minute. Twenty-five per cent had grades of 84% or lower and this group had a speed of only 16 words per minute. This is especially significant, since a psycholo-

gist at a recent research conference said that he had found no correlation between speed and accuracy in typing. Possibly 562 cases are not enough on which to base a final conclusion.

The tabulation given above shows the participating schools by numbers, and their standing in speed and accuracy:

Establish Transcribing Habits in Your Pupils

May we venture the assertion here that there is little correlation between typing speed and transcribing speed. The average pupil at the end of the fourth semester of shorthand and typewriting will probably type from straight printed matter about forty to fifty words per minute; but dictate the same matter to him and he will drop to a median transcribing speed of less than 23 words per minute. Since transcribing ability is an important recommenda-

tion for the more responsible positions, we must be interested in raising the level of transcribing ability till it approaches the level of typing ability. To accomplish this aim we should establish, early in the training course, a transcribing habit.

Our method for the early development of the transcribing habit is to give to the class something written in shorthand and let them read it until it becomes familiar matter, not only as to reading but as to the spelling of all words that might cause hesitation. We dis-

cuss the punctuation, capitalization, paragraphing, placement, etc., so that the problems are all solved before transcribing begins. In other words, we give to the pupil all the assistance he would get from reading the printed page. We continue this plan until the pupils have established a transcribing habit, after which we gradually withdraw the aid and give an increasing amount of new matter from which to transcribe, gaging the amount by the ability of the pupils to solve new problems and keep up the rate of typing from shorthand notes.

The Interest Problem

The Last of a Series of Articles on the Use of the Gregg Writer Credentials, With Monthly Class Drills and Suggestions as to How Best to Present the Tests

By Florence E. Ulrich

What Are Your Students Worth?

AS the portals of your school swing back and your students step across the threshold into the business world, are they resolute in their purpose and confident of their ability to carry on the work of the business office; or are they irresolute, tremulous, and fearful of undertaking the job ahead? The attitude they assume depends largely upon the kind of training they have had in the practical work of the business office—and by practical work in the business office I mean transcription, principally. As Mr. Slinker so ably points out in his interesting and enlightening article just preceding, it is not the ability to take dictation rapidly, nor yet the ability to typewrite rapidly, but the ability to *coördinate the two in transcription rapidly and accurately* that counts. "We should establish the transcribing habit early in the training course," asserts Mr. Slinker, and in that, I think, all of us agree.

Those of you who use the *Gregg Writer* in your classes have provided material for transcription from the beginning and the incentive for doing it. Upon the completion of the first lesson in the Manual, the students are able to transcribe the first of the lesson plates in the *Gregg Writer*, and if you will hand

them copies of the magazine, telling them that they can read everything in the first plate of the drills, they will set to work eagerly to do it. The typewriter may be used for transcribing the plates as soon as they have been read in class; or, if the students are not far enough advanced in typing for that, they can write the words and sentences in longhand, but they should be made to *transcribe from the shorthand plate*. An excellent reason for using the *Gregg Writer* plates at the outset is that you provide the students with correctly written notes. That is especially important at the beginning, where you are establishing correct impressions of good notes. It is unnecessary for me to point out that students should be made to read their own notes and transcribe everything that they write in order to acquire facility in reading. But correct and ready transcription of shorthand depends as much upon correctly written notes as upon transcribing practice, and the ability to write correct notes must be established from the beginning—from the very first lesson.

The printed plate supply model forms, which repeated reading impresses on the students' minds. The precision practice that shorthand penmanship training affords establishes cor-

O. G. A. TEST COPY

rect habits of writing that will control even when dictation is given at a high rate of speed. If the students are allowed to develop slovenly habits of writing during the formative period, they become panic-stricken when the dictation gets a little beyond their speed and lose control. You will readily see that satisfactory progress in increasing speed cannot be made

under such circumstances. Because speed and legibility in shorthand writing is the first element of stenography upon which the other elements depend, it is obvious that some attention must be paid to correct shorthand writing. The study and practice of the O. G. A. tests each month is an added incentive for carrying on that practice.

Class Drills on the June O.G.A. Test



OUR blackboard practice this month contains a review of the characters in the shorthand alphabet. Assuming that your students have a fair degree of skill in writing the forms, this practice should be as much for the purpose of forcing speed as accuracy of form. Suppose we practice in this way, first telling the class that they are to write as many of the characters or combinations of characters called as they have time for until the next one is given: write the word *be*, pointing out that the stroke is curved slightly at the beginning and most at the end. Write it for a few seconds, then alternate the wordsign *but*, which occurs in the O. G. A. copy this month. Follow with the combination *bl*, since it has the same motion involved. Inasmuch as *bl* does not occur in the O. G. A. copy this month, you might substitute *bt* for the word *better*. Because it gives a distinct outline, *bt* should join

with a sharp angle. This easily can be done if *b* is made shallow at the end. Observe how it is written in the plate. *P* may be practiced next and such combinations and words as are given in the test copy taken up in like manner.

Stress *fluency* in all of the practice that is done on the test copy; that is, smooth, continuous writing, going swiftly from one outline to another. If you have had any difficulty heretofore in developing speed beyond a certain range in your dictation classes, bad penmanship habits may have been the reason, and this is a good way to overcome them. Bad habits in writing must be overcome before any real constructive work in the dictation classes can be done, and the time to overcome them, if they have been formed, is right now.

Let your ambition be to have every student, who is not already a member of the O. G. A., become one this month. The more O. G. A. members you have in your class, the better speed and transcription records you can make, and the more confidence your students will develop for carrying on the work in business.

Teacher Certificate Winners

O. G. A.

Ruth Bredie, Oceanside-Carlsbad Union High School, Oceanside, Calif.
 Edith Bremmer, High School, Stevens Point, Wis.
 Miriam Calmenson, High School, Ashland, Oregon
 Kathryn H. Counts, High School, Cedar town, Pa.
 Naomi A. Cutler, Smith Business College, New Britain, Conn.
 Marguerite Deyo, Lancaster Business College, St. Paul, Minn.
 Fanelle Dornak, South Park Junior College, Beaumont, Tex.
 R. J. Dornbush, Christian High School, Grand Rapids, Mich.
 Muriel B. R. Dumont, Smith Business College, New Britain, Conn.
 Elizabeth A. Geiss, Lancaster Business College, St. Paul, Minn.
 Ethel Herrell, High School, Butler, Mo.
 Madge B. Humphries, Wood's Business School, Brooklyn, N. Y.
 Howard A. Jester, Senior High School, Chanute, Kans.

Lucy A. Leslie, Academy Notre Dame de Sion, Saskatchewan, Canada
 Hilma Johnson, DuBois Business College, DuBois, Pa.
 Sylvia Kitchen, High School, Logan, Ohio
 Lillie Lewis, Strayer's Business College, Washington, D. C.
 Marjorie Locke, Union-Endicott High School, Endicott, N. Y.
 Mrs. Irene Malone, Virden High School, Duncan, Ariz.
 Loretta McDonald, Office Training School, Columbus, Ohio
 Jane Myers, High School, New Kensington, Pa.
 Treasie M. Newlin, Sparks College, Shelbyville, Ill.
 Ursula O'Keefe, Melrose High School, Melrose, Minn.
 Weaver M. Porter, Taylor Private School, Cleveland, Ohio
 Edith M. Ramsey, El Paso Township High School, El Paso, Ill.
 Sister Agnes Josephine, Blessed Sacrament Convent, Newark, N. J.
 Sister Mary Breda, Holy Name High School, Henderson, Ky.
 Sister Mary Alexina, St. Margaret's Convent, Boston, Mass.

- Margaret Curran, Omaha, Nebr.
 Eva Thompson, Sargent, Nebr.
 Frances M. Jeffers, Lake Geneva, Wis.
 Adah Nelson, Strayer College, Washington, D. C.
 Ruby G. Bjork, Duluth, Minn.
 Mary Lococo, Lincoln, Nebr.
 Pauline Wilhan, Marshalltown, Iowa
 Dorothy W. Burnham, High School, Bridgeport, Conn.
 Mildred Swenson, Blue Earth State High School, Blue Earth, Minn.
 Lila Blake, North Dallas High School, Dallas, Tex.
 Martha Grant, Tulsa High School, Tulsa, Okla.
 Florence Hale, Chicago Training School, Chicago, Ill.
 Nora Drawe, High School, Toluca, Ill.
 Jessie Atken, Grand Rapids, Minn.
 Hilda Peterson, Chicago, Ill.
 Sister M. Rita, St. Benedict's School, Chicago, Ill.
 Sister M. Leonella, Newburg, Wis.
 Ellen Dickey, Chicago, Ill.
 Roberta Van Der Kar, Pontiac, Ill.
 Sarah Blakely, Helena High School, Helena, Ark.
 Marie Sullivan, Clarion, Iowa
 Daisy O. Westbrook, St. Louis, Mo.
 Jean McNair, Bowles Business Training School, Rockford, Ill.
 Irene Walker, Chicago, Ill.
 Ouida Fincher, Hardin Junior College, Mexico, Mo.
 Olga Anderson, Franksville, Wis.
 Etta C. Skene, Hominy High School, Hominy, Okla.
 Miriam E. Jackson, Seely Memorial High School, Mt. Pleasant, Iowa
 Bernice Jones, Goshen, Ind.
 Edna Van Every, Clinton High School, Clinton, Iowa
 Miss N. Galer, High School, Braddock, Pa.
 John J. Herbst, Wichita Business College, Wichita, Kans.
 Hilda Mesick, High School, Spangle, Wash.
 Blanche Ralph, Metropolitan Business College, Cleveland, Ohio
 Sister M. Marguerite, St. Joseph's High School, Ironton, Ohio
 Carrie B. Stumpp, Stumpp's Business College, Mt. Vernon, Ill.
 Winifred Ferne Taylor, Brown's Business College, Jacksonville, Ill.
 Alice West, Meridian High School, Meridian, Idaho
- Edythe L. Trickett, Kansas State Teachers' College, Pittsburg, Kans.
 Sister M. Aris, Chicago, Ill.
 Alice Louise Smith, Louisville, Ky.
 Sister M. Beatriz, Chicago, Ill.
 Sister M. Assisium, Mt. St. Vincent Academy, Halifax, N. S., Canada
 Frankie Brown, Great Falls High School, Great Falls, Mont.
 Mary Armstrong, Marseilles, Ill.
 Mrs. H. P. Hoyle, King's Business College, Raleigh, N. C.
 Sister Catharine Joseph, St. Charles' Convent, Amherst, N. S.
 Selma A. Hedman, Webster City, Iowa
 Gertrude G. Gisin, Hampshire, Ill.
 Rose Paillet, Franklin Junior High School, Long Beach, Calif.
 Alice W. Klages, Milford, Conn.
 Evelyn A. Faust, Keystone Commercial School, Norriston, Pa.
 Lucille Kelly, Dubuque, Ill.
 Edith Phenice, Tonganoxie, Kans.
 Sister Marie de Lourdes, Halifax, N. S., Canada
 Nettie E. Jordan, Nashville, Tenn.
 William Carter, High School, Hamtramck, Mich.
 Edith Dills, Paterson, N. J.
 Bertha Duncan, Springfield Business College, Springfield, Mo.
 Mrs. Irene Malone, Virden High School, Duncan, Ariz.
 Evelyn Northridge, Packard Commercial School, New York, N. Y.
 Dora H. Pitts, Western High School, Detroit, Mich.
 Eleanor H. Rasp, American College, Omaha, Nebr.
 Muriel L. Tanner, Herts, England
 Genevieve Riddle, Senior High School, New Castle, Pa.
 Helen Ryan, Random Lake High School, Random Lake, Wis.
 Caroline M. Schreitz, High School, Conshohocken, Pa.
 Sister Mary Amadeus, St. Mary's Academy, Milwaukee, Wis.
 Sister M. George, St. John's High School, Carrollton, Ill.
 Sister M. Josella, Notre Dame Academy, Quincy, Ill.

Superior Merit

Neahta DeLate, High School, Pender, Nebr.

T. T. Bronze Medal

125 Words

Mrs. Ethyl Eastes Holmes, Gary Business College, Gary, Ind.

O. A. T.

Beulah E. Rader, United Township High School, East Moline, Ill.

Sister Longina, St. Benedict's College, St. Joseph, Minn.
 Louise M. Bartolo, High School, Susquehanna, Pa.

Competent Typist

Pauline Swanson, High School, Deep River, Conn. (80.3 net words; 5 errors)
 Sister Mary Victor, Sacred Heart Academy, Springfield, Ill. (74.5 net words; 4 errors)

Beulah E. Rader, United Township High School, East Moline, Ill. (57.7 net words; 3 errors)
 Eleanor H. Rasp, American College, Omaha, Nebr. (71.1 net words; 2 errors)

Mrs. J. C. Harrell, High School, Green, S. C. (61.4 net words; 4 errors)

TEACHERS, ATTENTION!

Many teachers are under the impression that the various emblem pins may be bought for 25c by students already subscribing to the "Gregg Writer." It is understood that the special offer going out with membership certificates will, in most cases, be made to students already subscribing. This gives them the opportunity of renewing their subscriptions for another year or two at the special rate of \$1.25 or \$2.00, respectively.

While it is possible for us to make the combined offer for \$1.25, we cannot sell the pin for 25c, since it costs more than that. If students to whom the special offer is made do not care to renew their subscriptions, they may purchase the emblems for the nominal price of 50c.

EDITORIAL COMMENT

ON SUNDRY TOPICS

The Need of Commercial Education in Commercial Centers

EVIDENTLY it is a natural human failing when undertaking the study of any problem or condition to center attention upon superficial elements and neglect the consideration of basic facts. In government we complacently elect "misrepresentatives" and spend our leisure moments berating the administration. We light-heartedly sanction the expenditure of large sums for public purposes and thereafter complain of the high taxes. Shorthand teachers seek long and diligently for effective methods of presenting knowledge and developing skills which they themselves have failed to acquire. Private schools undertake to extend special courses because they need the money, forgetting that they exist because of their ability to give a special service, the essence of which is economy of time. In the public schools short courses are introduced to discourage pupils from attending private institutions, although this is quite apart from the proper business of the public schools. In another direction commercial courses are expanded and lengthened in these schools that they may approximate the content and extent of the traditional high school courses, ignoring the fact that the commercial course was originally introduced because of the failure of the traditional courses to meet the needs of the situation. And so the shifting and turning goes on!

Things of this kind indicate, of course, need of adjustments, and it is right and proper that adjustments should be made; but only when we take into account the fundamental conditions and reasons therefor and build upon them can we hope to raise a sound and enduring edifice.

At this time the educational atmosphere in the vicinity of New York is disturbed by an apparent misadjustment between secondary schools and pupils. A sentiment has developed in some quarters supporting the idea that too many pupils have been directed into schools

giving the current conception of specialized commercial courses. One evidence of this sentiment was found in literature coming from the educational headquarters of the state which advocates of commercial courses construe as "unfriendly" and designed to discourage the development of the commercial classes and schools. Opposed to this attitude is that of others who contend that the commercial schools have been built up in disregard of the real educational needs of the community and their courses improperly planned to function, not as specialized courses, but to approximate the work of the traditional schools.

Naturally, there is something of merit in the attitude of both sides in such a controversy, and, again, and without doubt just as naturally, neither side seems to see the outstanding basic element. There is a basis on which all such discussion and resulting effort should stand, and that is the fact that the schools are conducted to meet the needs of the community—the community is not manipulated to meet the ideas of the schools. In New York, and in all other highly developed commercial centers, there can be no difference of opinion regarding the major interest of the community. New York is a commercial city and the commercial interest is the dominant interest there. No school plan that fails to recognize this underlying fact can be adequate for the needs of the situation. But it doesn't follow that the current conception of a commercial course adequately provides for the secondary school needs of the community; in fact, the present situation would indicate that it does not. Nor does this mean that the old idea of secondary school work reflected in the courses of the academic high schools meets the needs of the situation, either—they were discredited long ago and nothing is to be found in recent developments that adds to their prestige.

These appear to be valid conclusions to draw

from such a set of circumstances: In New York and in any similar commercial center, the secondary school work must be founded upon the needs of a community in which commercial interests dominate. In other words, the commercial secondary schools must eventually be the standard or regular schools and the other schools the special schools—as they are in fact today, special schools looking toward the preparation of pupils for college courses in which they will train themselves as lawyers, doctors, preachers, etc. Long and apparently successful experience indicates that the courses of the old time “special” schools are fairly well meeting the needs of the pupils who should logically attend them. Shorter and not altogether satisfactory experience indicates that the courses of the newer “regular” com-

mercial high schools do not meet with entire satisfaction the needs of the great majority of pupils who will not go to college and will not go into the learned professions, but who will go into business, or at least be directly and vitally interested in business through the lives and work of their families.

Commercial teachers may well grasp this idea and present it for consideration whenever opportunity offers—that any solution of the secondary school problem, which of late seems to grow more complicated rather than more simple, must be based on recognition of the principle that commercial interests are the dominant interests in the commercial community and schools serving such interest must be the primary schools, while others become the secondary or special schools.

Girls Chose Business Topics

IN an editorial article, the *New York Evening World* not long ago said:

“Some time ago Massachusetts took a census of student opinion as to the studies best liked by pupils in the high schools. The three most popular topics among the boys were mathematics first, then history and civics, and after these English and literature.

“But the girls preferred the commercial studies. Business themes were well in the lead in the results of asking the young women to name for themselves their favorite tasks in the classroom.

“The preference of the Massachusetts high school girls for such practical branches of attainment matches logically with the modern rôle of woman in business. Massachusetts is a State which perhaps more than any other has preserved the scholastic tradition. Yet, it appears that the typical Massachusetts high school girl would rather be proficient in accounting than versed in poetry—would rather be an authority on efficiency than a connoisseur in literature.

“Manifestly, many of these girls are looking forward to business or professional careers, and are taking reckoning of the school curriculum as a means to further that ambition. It is an interesting development. It is all the more so because the girls who wished to give a commercial direction to their studies, outnumbered the boys of similar inclination.”

This is an interesting development, but not an unexpected one; it is merely a tendency of the times, and indicates the larger emanci-

pation of woman. Having won freedom, woman is showing signs of striving for power with the same instruments that man has used from time immemorial.

There is no doubt that the reason why commercial subjects showed up so strong in the census as a preference on the part of the girls, is to be found in the fact that commercial subjects is a term that includes shorthand and typewriting. The proportion of girls to boys in these studies has always been largely in favor of the girls. Probably it always will be. Typewriting and shorthand were the means by which women first made their entrance into the business world in any considerable number. The secretarial profession is one well-suited to them and one for which they are particularly adapted. This is not to say that they are not well adapted for achievement in the higher realms of business, for they are, as has been abundantly proved. Nevertheless, the secretarial field at present is practically given over to women. The failure of more boys to prepare themselves for stenographic work is, however, unfortunate. As an avenue to positions of greater responsibility, shorthand offers a larger opportunity in the business field than perhaps any other subject in the commercial education field. We have only to look around us to find this fact verified in experience.

One of the principal reasons why shorthand offers rich opportunities to young men is that it furnishes a contact where opportunities can be developed by any young man who has the background of common sense, expert ability

as a stenographer, and the capacity for hard work. The second is the tendency in all business today to train people in the organization for the position higher up.

It seems to us that the business school has a big opportunity to institute courses leading to this very thing—a sort of super-course that

prepares potential executives. Any young man who wishes to make shorthand a stepping-stone to higher things in the business world, however, must make up his mind that to attract attention to himself his performance must be above the average—and the higher, the better.

Merit Wins—Eventually

*M*ANY modern inventions, though in the course of time they proved of great social advantage, were at first anything but beneficial to the interests which they disturbed," observed "Sales Promotion" (London) in its issue of February, 1926. "Indeed, the novice in history and industrial organization is quite well aware that persons that have arrived seldom welcome with open arms the clever newcomer. Scores of books are produced each year on the importance of personality, but not so many books are written to show that seniors ought to move aside for clever juniors, successful editors make way for clever reporters, or the Treasury Bench hear with delight the cogent, forceful reasoner on the back benches. Practical men are aware that in this world where mediocrity often cuts so considerable a figure, it is sometimes dangerous to know too much. Capacity is not

loved to the extent it is feared; and by the less capable it is detested.

"What is true of persons is equally true of systems. Gregg Shorthand had almost as hard a battle for recognition as Stevenson's locomotive. But its merits contend for the system, as well as a rapidly growing army of Gregg writers. At the Royal Society of Arts Examinations, 1925, the percentage of Gregg writers securing passes was 72.5; of writers of Pitman's system 58.6 were passed. One young lady aged 17, writing Gregg, won second place in the United Kingdom and the Society's silver medal and certificate for 140 words a minute, while another took eighth place. As neither had studied Gregg for more than two years before the examination, their success affords proof of the ease with which high proficiency can be attained by the Gregg system of shorthand.

Additions to Data Given in April in the

Drectory of Summer Schools for Teachers

Minnesota

Collegiate Business Institute, Minneapolis

Commercial Teacher-Training Course leading to Special State High School Commercial Teachers' Certificate. This course includes methods of teaching all high school commercial subjects, with practice teaching in Gregg Shorthand, typing, bookkeeping, filing, and business letter writing. A special study of the theory and art of commercial teaching and its relation to the requirements of the business world.

Regular courses including Gregg Shorthand, typing, bookkeeping, penmanship, business law, office filing, office appliances and allied subjects. Advanced courses including accounting, mathematics of accounting, advertising, business psychology, and secretarial training.

Regular college entrance requirements and college grade of work.

June to September.

Morton M. Newcomb, President. Katherine Schwirtz, Director.

Pennsylvania

University of Pittsburgh, Summer Session

Courses for commercial teachers.

June 28 to August 6, 1926.

S1. Methods of Teaching Stenography. 2 credits.

A general methods course in Gregg Shorthand for junior and senior high school commercial teachers. The course is intended for teachers who have at least a fair knowledge of the theory. It includes sufficient class drill to demonstrate effective methods of teaching and to develop skill in writing; problems of curriculum making; time-saving methods of testing; correlation of shorthand, typewriting, and office practice; shorthand in the junior high school.

J. Walter Ross. 8:30-9:30.

S2. Business English and Correspondence. 2 credits.

A methods course for commercial teachers. Lectures and discussions on the differentiation be-

tween literary and business composition, phraseology, and usage; analysis of minimum essentials in fundamentals; classroom procedures; development of skill in business writing; surveys, tests, and measurements; correlation with academic English, stenography, and secretarial training. The course includes assignments in the subject matter sufficient to demonstrate the methods discussed.

J. Walter Ross. 9:30-10:30.

S 75. Bookkeeping and Elementary Accounting for Teachers, Methods and Content. 2 credits. This course comprises the organization of material, analysis of problems, arrangement of program for the teaching of Bookkeeping and Elementary Accounting, and also a discussion of the

methods of presentation. The literature of the subject will be surveyed.

Professor Reittel. 10:30-11:30.

S 92. Law in Business Problems and Methods of Teaching Law. 2 credits.

Examination of legal problems arising in business. Methods of teaching law. Open to teachers and students who have taken first-year law. Credit will be given in the School of Education for renewal of commercial teachers' certificates.

Professor James C. Reed. 9:30-10:30.

The Summer Session catalog contains complete information regarding all courses which will be offered. For a copy of this publication apply to the Director of the Summer Session at the University of Pittsburgh.

Obituary

Dr. John Franklin Forbes

A KINDLY gentleman, an educator, philosopher, and friend has passed from our midst—Dr. John Franklin Forbes, known to the whole commercial educational fraternity as head of the Rochester Business Institute, where year after year hundreds of teachers seek inspiration and knowledge. Dr. Forbes was a man of wide educational attainments and a champion for the advancement of his profession.

Dr. Forbes was at one time professor of Greek and Latin at the University of Rochester and for eighteen years was head of the John B. Stetson University of Florida. He was born in Middlesex on June 13, 1853, the son of the Reverend Merrill and Maria Palmer Forbes and carried with him the quiet dignity which the church creates. He prepared for college at the Middlebury Academy, and in 1871 entered the University of Rochester. At the close of his freshman year he became principal of Castle Union School and Academy, a post which he held for two years.

His ability attracted considerable attention and was the means of his securing a trip to Europe, where he studied in Berlin, Leipzig, and Paris. He specialized in psychology, ethics, pedagogy, and logic. Returning to America in 1877, Doctor Forbes took work at the University of Rochester, being graduated with the class of 1878. He was elected to the Phi Beta Kappa fraternity and won the Davis senior oration prize and the Sherman Fellowship for his treatise on economics and political science.

In September 1878 Doctor Forbes was called to the department of Latin and Greek at the State Normal School at Brockport,

where he taught for seven years, and in 1885 he was appointed head of the DeLand Academy, DeLand, Florida. During Doctor Forbes' second year at this academy, John B. Stetson, hat manufacturer of Philadelphia, became interested in the school and donated a million dollars to it. The name was then changed to John B. Stetson University. Under the capable leadership of Doctor Forbes, the institution grew in size, power and standing, becoming one of the most noted in learning in the South.

In 1905 Dr. Forbes purchased an interest in the American Drafting Furniture Company, with which he was connected until 1910, when he and his family and his brother visited Europe. They spent some time in Holland, Switzerland, France, and England, then went to Edinburgh, where they discovered the beautiful statue and monument in the Hall of Justice which was erected to their ancestor, Duncan Forbes, of Culloden, presiding judge of the Supreme Court from 1737 to 1747. They next visited Culloden House, just out of Inverness, Scotland, the Forbes ancestral home and estate, and saw the portraits of the family for generations back to 1400.

On his return to Rochester, Dr. Forbes and S. C. Williams purchased the interests of their associates, L. L. Williams and F. E. Rogers, in the Rochester Business Institute, and in 1915 erected the new building at No. 172 Clinton Avenue south. In March, 1923, Dr. Forbes purchased the interest of S. C. Williams, who wished to retire from active life, and became the sole owner and president. The following year, a few days before Thanksgiving, Dr. Forbes suffered a slight

shock, and in January, 1925, a new corporation was formed and Dr. Myer Jacobstein became acting president.

A widely-known and much quoted paper, "The Educational Value of Shorthand," read before the Eastern Gregg Shorthand Association when president, in 1916, is one of Doctor Forbes' outstanding contributions to the literature of commercial education. It is now printed in brochure form. The subject is dealt with with a broad understanding, a wide academic and technical knowledge, and the thoughts are presented in scholarly fashion.

Our readers will join us in expressing sincere sympathy with Mrs. Forbes and members of the bereaved family.

Charles G. Cring

WE have learned only recently of the death of Mr. Charles C. Cring on February 15, following an operation from which he seemed to be satisfactorily recovering. His passing came as a shock to everyone, for although he had not been in perfect health for some time he had not considered his condition serious. His death will cause little or no material change in the conduct of the Indiana Business College, we understand, for Mr. Cring, though retaining the presidency of the organization, retired from active management of the schools about ten years ago and has since spent much of his time in Florida, where he has extensive real estate holdings. His good advice and counsel will, however, be greatly missed by his associates.

Mr. Cring started his business college career in Ohio, then went to Indiana and was connected with South Bend Commercial College for four or five years. In 1902 he bought Logansport Business College, first of the present chain. Later, with the help of R. F. Cummins and others, the Kokomo school was organized, and after that was well started he interested J. D. Brunner at Marion in joining

the corporation. From time to time other schools were added, until the Indiana Business College now operates in ten different cities—Indianapolis, Columbus, Logansport, Lafayette, Marion, Kokomo, Anderson, Muncie, Richmond, and Vincennes—a chain capitalized at \$60,000.

Mr. Ora E. Butz, the general manager of the organization, and in charge of the Indianapolis school, has now the added duties of trustee and administrator of the estate, together with one of the Indianapolis banks. His long association with his chief merits the confidence in him that this trust proves.

Our deepest sympathy is extended to Mrs. Cring and his associates in their loss.

Dr. H. M. Rowe

IT is our painful duty to record the death, under very tragic circumstances, of Dr. H. M. Rowe, president of the Rowe Publishing Company, Baltimore.

On the evening of May 3, Mr. Harry M. Rowe, Jr., son of the deceased, attacked his father with a club and fractured his skull. Six days later Dr. Rowe succumbed to his injuries. Harry Rowe also attacked his step-mother and his stepsister with a knife when they attempted to aid Dr. Rowe. Mrs. Rowe jumped out of a second story window and received serious injuries; the daughter, Portia, a girl of sixteen, was stabbed twice before escaping the house. They are both in a very critical condition, but the latest reports indicate that they may survive. It is stated that the attack was the result of business differences, over which Harry Rowe brooded continually until his mind became unhinged.

Dr. Rowe, who was sixty-seven years of age, was one of the best-known publishers of commercial textbooks in the country and was very active in everything connected with business education.

NEXT fall the GREGG WRITER will continue the custom of presenting an especially prepared book to teachers sending subscriptions from ninety per cent or more of their students. But for the first time the book will be bound in genuine limp leather, and it will, therefore, be the most beautiful edition yet prepared for this purpose. The AMERICAN SHORTHAND TEACHER for September will contain the announcement of the title, and the books will be ready for distribution by September 1, so we want to take this opportunity to urge you to send in your subscription club just as early as possible.

Promotion of Mr. Angus

THE Canadian Pacific Railway is one of the most efficiently organized and conducted railroads in the world, and one of its employees who turns his attention to the preparation of workers for this great system should be particularly fitted to carry out this work. Mr. W. C. Angus, C.A., F.C.I., served with this road for seven years before entering the commercial school field. He established a school in Winnipeg, which he sold to enter the Royal Flying Corps during the war, serving in the capacity of flight lieutenant overseas. Some of our readers will no doubt recall the photograph and interesting letter received from Lieutenant Angus, reproduced in the *Gregg Writer* for December, 1918. On his return to Canada he conducted commercial schools for returned soldiers at the request of the Canadian Government. He became principal of one of the large military schools in Winnipeg and during this time

organized over 200 lodges of the Great War Veterans of Manitoba.

In 1919, Mr. Angus joined the Scott Collegiate Institute, Regina, where there were but 29 commercial students and one teacher—himself. Today there are eight rooms and nine teachers engaged in the teaching of commercial courses, which are constantly remodelled to meet the needs of modern business. The instruction period has been increased from one to three years, and an additional year is now under consideration. There are over 900 graduates of the commercial department now occupying positions in the offices in Regina, a recent survey showed.

The *Regina Daily Post* now announces the appointment of Mr. Angus as vice-principal and manager of the Success Business College, Ltd., one of the largest private commercial schools on the American continent. Our hearty congratulations are extended to Mr. Angus.

The Value of Commercial Credits

(Continued from page 370)

there is a fundamental difference, does this difference render a previous knowledge of bookkeeping useless? Accounting courses are essential. They make better bookkeepers. Yet does any of this imply the uselessness of our high school bookkeeping training? How long since accounting principles have taken on so vitally different an aspect that our high school bookkeeping courses are a taint upon the students training for accounting?

Fortunately, all are not of that viewpoint. Quoting the dean of the school of commerce of a prominent university: "If college credit is to be given for advanced work in commercial subjects such as bookkeeping—and bookkeeping is well taught in high school—I do not see that it can be argued that bookkeeping should not be considered a desirable subject for college entrance." We are thankful for the broad, liberal, and sane viewpoint of such men as this dean.

There is another phase of this question of which I wish to speak briefly. I speak of it because I believe it will be demanded by administrators more and more in the future, and that is the question of educational qualifications of the commercial teacher. It used

to be that any one could be placed in charge of the commercial classes whether he had ever had any training in that line or not. For the most part that it is no longer done, yet today there is a willingness to accept teachers of commercial branches who do not have the same educational qualifications as the academic teachers. Do not mistake me to mean that we do not or cannot have efficient teachers unless they are graduates of a four-year course in college. Some of the very best commercial teaching I have ever witnessed was done by teachers who were not college graduates. We cannot place the fault on the teachers but on the administration of schools and colleges for not making adequate provision for teacher-training along this line.

Be all this as it may, we must look the facts in the face—more and more of our high schools must demand that their commercial teachers have the same educational training required of the academic teachers. As one very prominent educator wrote me recently, "Why not give equal credit for commercial subjects, provided the teachers are on the same academic standard?" He has

(Continued on page 403)

Program of the
Department of Business Education

National Education Association Convention

Rittenhouse Hotel, Philadelphia

June 29-July 1, 1926

President, John O. Malott, Specialist in Commercial Education, Bureau of Education, Washington, D. C.

Vice-President, J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania

Secretary, Miss Helen Haynes, Emerich Manual Training High School, Indianapolis, Indiana

Executive Committee

John G. Kirk, *Chairman*; C. Althouse, H. R. Burch, Miss L. Cadwallader, W. N. Clifford, M. Gross, R. M. Holme, J. I. Robb, J. L. Street, E. C. Werner, and Miss M. Waesche

Tuesday Afternoon

12:15 P. M.

ANNUAL LUNCHEON CONFERENCE WITH THE PHILADELPHIA
CHAMBER OF COMMERCE

Chairman, Phillip H. Gadsden, *President* of Philadelphia Chamber of Commerce

WHAT BUSINESS WANTS

Attitude of Worker Toward Increasing His Bodies of Knowledge and Improving His Skills, by *Hon. Richard Landsberg*, Department of Labor and Industry, Harrisburg, Pennsylvania

Social Relationships of Worker in Business, by *Miss R. Helen Stevenson*, Employment Supervisor, Bell Telephone Company, Philadelphia, Pennsylvania

Attitudes and Character Development in Business, by *G. S. Childs*, National Association of Office Managers, and Office Manager of Alexander Hamilton Institute, New York City

Address by *Hon. John J. Tigert*, United States Commissioner of Education, Bureau of Education, Washington, D. C.

2:00 P. M.

FACTORS IN THE IMPROVEMENT OF COMMERCIAL EDUCATION

Chairman, Mr. John O. Mallott

Commercial Education from the Department Store Standpoint, by *W. Patterson Atkinson*, John Wanamaker Store, Philadelphia, Pennsylvania

The Principles of Commercial Education, by *Paul S. Lomax*, School of Education, New York University, New York City

Teaching Business Practices in the Classroom, by *Herbert P. Sheets*, Secretary-Treasurer of the National Retail Hardware Association, Indianapolis, Indiana

Commercial Education in the Junior High School, by *James M. Glass*, Director of Junior High Schools, State Department of Public Instruction, Harrisburg, Pennsylvania

Need for Supervision of Commercial Education, by *Earl W. Barnhart*, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

Proper Coordination of the Teaching of Bookkeeping in High Schools and the Teaching of Accounting in University Schools of Commerce, by *Connor T. Jones*, West Philadelphia High School for Girls, Philadelphia, Pennsylvania

Discussion led by *John G. Kirk*, Director of Commercial Education, Philadelphia, Pennsylvania

Thursday Afternoon

2:00 P. M. (at Peirce School of Business)

IMPROVEMENT OF CLASSROOM INSTRUCTION

Chairman, John G. Kirk

Improvement of Instruction in Shorthand, by *Miss Juvenilia Caseman*, Hutchison-Central High School, Buffalo, New York

Significance of Recent Studies in Typewriting, by *Clyde E. Rowe*, Carrick High School, Carrick, Pittsburgh, Pennsylvania

Teaching Transcription, by *Miss Esther E. Hanna*, Westwood, New Jersey

Methods and Values in the Teaching of Salesmanship, by *Miss Helen Haynes*, Emerich Manual Training High School, Indianapolis, Indiana

Significance of Recent Researches in Bookkeeping, by *Lloyd L. Jones*, Vocational Counselor, West Commerce High School, Cleveland, Ohio

Significance of the Latest Researches in the Organization of Commercial Education in the Junior High Schools, by *Harold B. Buckley*

What Research Can Do for Commercial Education, by *E. G. Blackstone*, Commercial Teacher Training Division, State University of Iowa, Iowa City, Iowa

Discussion led by *Clyde B. Edgeworth*, Supervisor of Commercial Education, Baltimore, Maryland

BUSINESS MEETING

COMMITTEE REPORTS

In previous numbers of the "American Shorthand Teacher" we have presented the shorthand forms for the 1,000 commonest words, arranged alphabetically for the purpose of easy reference. In the present series, which is based on the list of 1,000 commonest words in Volume 4, "Harvard Studies in Education," additions have been made from the list of 4,000 words compiled by the New York State Education Department as a test for literacy.

A Basic Shorthand of the Most Common Words

Arranged According to
the Gregg Shorthand

Lesson Fourteen

active		extravagant	
contract		extremely	
contrast		extraordinary	
control		extract	
contribute		external	
construe		exclude	
distribute		exclusive	
electric		entertain	
interest		enterprise	
introduce		electricity	
instruct		electrician	
instrument		electric light	
material		effective	
neutral		intelligent	
patriot		intelligence	
extreme		international	
affect		interpret	
controller		interrupt	
exclaim		interview	
interior		instruction	
destroy		immaterial	
destruction		illiterate	
patron		instructed	
patriotism		instructor	
alteration		instructive	
alternative		literary	
concentration		literature	
central		matrimony	
contradict		metropolitan	
contrary		misinterpret	
contrivance		pattern	
construction		retract	
contractor		restrain	
constructed		restrict	
constructive		restriction	
detract		redistribution	
distract		reconstruction	
detriment		unrestrained	
deterioration		uninterrupted	
distrust		uninteresting	
disinterested		distress	
defective		distraction	

Lesson Fifteen

incline		multitude	
include		multiply	
transport		overtake	
understand		overbalance	
declare		overlook	
support's		overcome	
overcoat		overestimate	
overflow		underscore	
supervisor		undertake	
superintendent		paramount	
aggravate		paragraph	
inclusive		postage	
decline		postpone	
recline		post-office	
hydraulic		postal card	
magnanimous		self-evident	
magnificent		self-conscious	
overdue		circular	
underneath		circumstance	
parallel		superfluous	
postman		superior	
postal		superintend	
selfish		suppress	
self-esteem		superb	
circulation		shortcomings	
supreme		suspension	
superficial		transfer	
supervise		transition	
transaction		transformation	
suspicion		untransacted	
suspense		disinclination	
susceptible		unselfish	
suspect		unparalleled	
agriculture		untransferable	
aggressive		self-control	
anticipate		unsuspicious	
antithesis		misunderstand	
declined		misunderstood	
reclined		shorthand	
inclined		circumference	
inclination		underwrite	
magnify		suspend	

Hand Vocabulary

Common Words

According to Lessons in
Shorthand Manual

The words are arranged according to the lessons in the Gregg Shorthand Manual. The words in *italics* are from the list of the 1,000 commonest words and are given for the most part in the first column. Those printed in Roman type are from the list of 4,000 words compiled by the New York State Education Department as a literacy test. The word signs of each group have been treated as a unit in the Ninth Lesson.

Lesson Sixteen

assure	9	salable	67
contume	27	irritable	71
efficiency	27	payable	76
inquire	27	seasonable	74
inspire	36	admirable	709
measure	36	attainable	74
moment	36	terrible	74
pressure	36	incomparable	74
propose	36	endurable	74
result	36	sample	77
require	36	example	77
simple	77	conflict	77
suppose	77	inflect	77
trouble	77	handful	77
insure	77	useful	77
unless	77	wonderful	77
provision	77	successful	77
zealness	77	aimless	77
position	77	thoughtless	77
operation	77	wireless	77
bombardment	77	ornament	77
noble	77	achievement	77
ample	77	appointment	77
describe	77	experiment	77
description	77	investment	77
prescribe	77	comment	77
prescription	77	supposition	77
thoughtful	77	proposition	77
amusement	77	dispose	77
impose	77	disposition	77
implication	77	reputation	77
aspire	77	dispute	77
acquire	77	transpire	77
request	77	expire	77
requisite	77	myself	77
yourself	77	consult	77
assume	77	leisure	77
resume	77	efficient	77
injure	77	deficiency	77
patient	77	horrible	77
ancient	77	humble	77
suitable	77	exquisite	77

Lesson Seventeen

program	67	ornamental	67
article	67	apprenticeship	67
forward	67	airship	67
physical	67	township	67
practical	67	steamship	67
possibility	67	manhood	67
ability	67	boyhood	67
feasibility	67	motherhood	67
specification	67	brotherhood	67
experimental	67	neighborhood	67
fundamental	67	livelihood	67
partnership	67	onward	67
ownership	67	upward	67
ratification	67	northward	67
friendship	67	southward	67
workmanship	67	westward	67
hardship	67	awkward	67
downward	67	reward	67
afterwards	67	clerical	67
towards	67	musical	67
backward	67	radical	67
medical	67	technical	67
classical	67	periodical	67
emulate	67	stimulate	67
speculation	67	stimulated	67
speculator	67	stipulate	67
speculative	67	stipulation	67
willingly	67	cumulative	67
strikingly	67	manipulate	67
longingly	67	manipulation	67
nobility	67	populated	67
sensibility	67	inarticulate	67
advisability	67	formulated	67
legibility	67	expostulate	67
desirability	67	regulate	67
qualification	67	speculate	67
gratification	67	modulated	67
classification	67	childhood	67
mortification	67	likelihood	67
identification	67	homeward	67
cablegram	67	insulate	67
sentimental	67	insulation	67

Proper Training for Business

By Otto G. Hitchcock

Secretary and Treasurer of The Hays Manufacturing Company, Erie, Pennsylvania

A paper read before a meeting of the Commercial Section of the Pennsylvania State Teachers' Association

IN appearing before a group of commercial teachers and choosing as a subject "Proper Training for Business," I do not want to appear egotistical or in any way as trying to attempt adding anything to the sum total of the unselfish, untiring effort you, as teachers, are putting forth to make for well-trained and well-equipped boys and girls, who are to take places of trust and responsibility when we of to-day must step aside.

The subject is rather an analysis of the qualities and accomplishments possessed by several young people I have been interested in, directly or indirectly, who have and are making good.

Not taking a job for granted, because expected to go to work, but as an opportunity of rendering a service. The stronger the determination to serve, the quicker has been the advancement. To render the better service and to be ready for greater responsibilities, using the "off time" in study and worth-while reading; careful in choice of companions and amusements.

Accuracy has been the dominating factor of success in others; not guessing, but knowing. The knowing has meant close application, even to drudgery, until master of a given task, to its smallest detail.

Good English composition, construction and spelling has sought out others. Better letters that present the subject matter intelligently and forcibly, and reflect a knowledge of good English, are an asset to any business organization.

Good penmanship receives attention. While this is a mechanical age, in the factory as well as the office, a well-written hand record cannot be entirely dispensed with. Much credit is due all effort to prevent penmanship becoming a lost art. Nothing can supplant the human element that brings together the producer and consumer, and calls for long-hand in ever so many ways.

Good grounding in the rudiments of arithmetic, in other words good at figures, develops an analytical turn of mind and has brought early recognition in the factory, as much so as in office employment.

There is vast detail today in all well-regulated organizations, that require set-ups

in figures other than the mere debits and credits of the ledger page. Arithmetic should go further than just the solving of problems, and carry with it an acquaintance with modern needs in the matter of depreciation and setting up reserve values.

The young man or the young woman who knows how to work, showing application and concentration, is seldom found in the ranks of the unemployed. The teaching of the youth before you "how to study" is, no doubt, your perplexing problem, and if the students could acquire that faculty, they would prove successes not only as students but in the business world later.

What Business Men Say

I did not feel it fair, in choosing the subject, "Proper Training for Business," to trust myself alone. I, therefore, called on others to add such thoughts as they might have on this very important matter. Accordingly, I wrote some twenty odd letters to men who are considered leaders in Erie, in manufacturing, in wholesaling and retailing, realtors, and insurance men. My letter to them follows:

I have been asked to talk before a group of commercial teachers at the State Convention which is to be held in Erie the latter part of this month, on the subject of "Proper Training for Business." I do not feel that in depending upon my own viewpoint alone I shall be doing the subject justice and, therefore, I shall appreciate very much a letter from you expressing your thoughts on this subject.

Under this subject would be considered some of the essentials which high school students should have to be well-equipped when you employ them for a business opening in your organization, bearing down perhaps on your knowledge of the lack of essentials you have discovered in the high school students with whom you have had experience. The whole idea would seem to center around telling the teachers the best equipment the student can have to qualify himself for business.

When I undertook to talk on this subject, and feeling that you would cooperate with me in giving the best expression from business, I had in mind that some really helpful thoughts could be given, as no doubt the teachers are particularly interested in knowing what is most essential, expected, and desired.

I will now quote in part from fifteen replies which I received.

Letter No. 1

The Importance of Concentration

"My first thought on this matter is best expressed by the word 'concentration.' If anything could be introduced either by the teaching or in the method of teaching that would encourage and train students to concentrate, it would be a great thing in their preparation for business. I always remember what my father says about the part that mental arithmetic played in his education (meager though it was), and it has always seemed to me that to do sums in addition, multiplication, subtraction, and division and to work out problems while standing on your feet, with no pencil to nibble or scratch paper to record your wandering thoughts, had a lot to do with teaching school boys and girls to concentrate.

"If I were asked what is the greatest weakness among young men and young women in employment today, my answer would be: lack of concentration. A task presented to them is not enough—there are so many other things in their minds, no doubt pleasanter than the task at hand, that it is hard for them to apply themselves and do quickly and correctly the things expected of them.

"I speak feelingly in this matter, not only as an employer, but as a father who has gone through the mill of raising some children."

Letter No. 2

Integrity, Intelligence, Interest

"All we require is integrity, loyalty, and fair intelligence, with a desire to work and get ahead, with a good grounding in arithmetic and spelling, and with a proper command of English."

Letter No. 3

"Don't Infer—Ascertain"

"My own experience in training young people from high school in this office is that if they are born with a normal ambition to advance and succeed, the greatest thing that the high school can do for them, aside from furnishing the prescribed education, is to impress upon them the vital necessity of learning to concentrate.

"When I was a youngster, just coming into the office, my father told me that he would give me a three-word rule, which, if I would follow it, would keep me out of a great deal of trouble and generally lead to success—'Don't infer—ascertain.'"

"The average student that goes into a business office seems to have a head full of

glittering generalities. He is willing to take anybody's opinion on any subject and pass his judgment on it.

"I do not know how the teachers can produce this power of concentration, but you and I and the other employers know that any employee who concentrates his mind on the job, if he is a healthy, normal individual, can generally master the subject, and be ready and better equipped for the job just ahead of him. I believe that the teachers should bear down heavily upon this practice of mental concentration. They certainly can show their pupils that the cause of most of the failures to progress in business is the lack of ability to concentrate on the job that is given to them.

Letter No. 4

Eight Rules

"I might mention a few of the points that I like to see in a boy when he is starting out in his work. I am not attempting to advise as to just how we should endeavor to teach the boys.

"I think a great part of the boy's training is absorbed in family life.

"If the school authorities could furnish industry to the boys who have a reasonable amount of brains, and instill into them the characteristics of—

Thoroughness

Doing more than they are supposed to do

Being willing to start in at the bottom and work their way up

Not being afraid to get their hands dirty

Having the incentive of being ready to start their work on time, and finish when the job is done

Attending to their own particular business, and not worrying about what someone else is doing

Having a knowledge of arithmetic and other fundamental studies

Having the quality of sticking at a thing which he believes is a good thing, until it is accomplished, either for good or bad—

to sum it up, if the boy can be taught *really* to think, a great deal has been accomplished.

"The person who thinks out what he proposes to do, and figures out the result of his act before he starts his business or work or whatever it may be, has a decided advantage over the person who does not think out the thing he proposes to do.

"In manufacturing, it seems to me that there is too much thought about the office jobs. I have felt for years that after a boy gets his high school education, and then makes up his mind he is going to take up some business he is inclined to think well of, if he goes in and learns that business from the factory end first, the office job will take care of itself."

Letter No. 5

Concentration and Success

"There is just one thought which I would like to emphasize and that is the question of concentration. If the young people of today who are preparing for business occupation could only have impressed upon them above everything else the principles of concentration and could learn to apply the art, it would mean much to them in business later on. Not only this, but it would make much easier the problem of education. One minute of real concentration is worth an hour of indifference and will aid more in solving the problems of the future than anything I can suggest at this time."

Letter No. 6

Keeping Place with Mechanical Development

"The only thing which I can suggest is the possibility of some educational work in relation to modern business machinery such as calculating machines and tabulating machines. This class of machinery is rapidly becoming as important as typewriting machines and adding machines."

Letter No. 7

Selling Yourself

"It seems to me one of the best things the commercial teachers in our high schools could do for their students would be to give them training to fit themselves to sell their services to the prospective employer."

"Boys and girls who have applied here for work have shown a marked lack of knowledge of the subject of how to apply for work. The greatest thing they have to sell is themselves, and universally they appear to have received the least training in this. Of what avail is it to them to know shorthand, typewriting, bookkeeping or the essentials of any business course unless they can sell it?"

"Will you not try to impress upon the teachers before whom you are talking the need for this training for business? It seems to me nothing is greater than to teach the student how to apply for work. Of course, he must have something to sell when he applies, but that training is part of the regular course."

"Will you not also ask them to give due regard in their classroom instruction to the dignity of labor, hard manual labor as well as the labor of the white-collar worker? 'Tis no crime to work; 'tis no disgrace to have to work; 'tis a pleasure to meet some appli-

cant for employment who *wants* to work, who knows what he can do and who knows how to sell his services."

No. 6 enclosed a clipping with his letter, and it fits in so splendidly with the idea he expresses that I cannot refrain using it here. It is entitled "Influence of Personality," by Edgar A. Guest.

Influence of Personality

You know just as much as the other man knows,
You may go as far as the other man goes,
You may be just as strong, just as clever, as true,
Yet somehow or other he wins over you;
And you cannot see
Why this difference should be,
When you know in your heart
You're as able as he.

The difference is not in the things which you know,
It is not in the skill or the force of your blow,
It is not in the work you are able to do,
It's in that personality labeled as "You";
The thing you don't see
Is the manner which he,
Always at his best,
Makes the effort to be.

It is not what you know which will carry you far,
It's not what you can do; it is what you are.
Improve your mind? Yes, with the books on the shelf;
But give time and thought to improving yourself.
Make the effort and plan
To be that sort of man
Which the world loves to honor
Whenever it can

Letter No. 8

Vision, Enthusiasm, Commonsense

"I personally look for the following qualities in this type of applicant:

1. Broadness of mind and a certain amount of imagination
2. A capacity for enthusiastically fitting in our organization
3. Common sense initiative.

"My feeling is that a young man possessing the above qualities who has availed himself of his opportunities of training, and who seriously applies himself to his new endeavor, will have no trouble in becoming valuable to the organization with which he connects himself."

Letter No. 9

Good Manners and Personal Appearance

"Good manners are an investment that pays large dividends. While I was taught similar maxims, in different language, in my home life, yet had this been impressed upon me in my early business life, or had it become ingrained in my nature, or had I practiced it

when first starting in business, I believe I would have been very much more successful and perhaps worth double what I am to-day.

"In my business experience I have felt that honesty, meaning general reliability, is perhaps the most important in the successful business career.

"There are many others that are essential, such as industry, perseverance, determination; and then others that are seemingly less important, and yet very essential in many walks of life. To mention a few—cleanliness, clothing one's self in a manner appropriate for one's occupation, avoiding over-dress and foppishness, but dressing in a suitable manner so as to make one attractive in one's calling. Personal appearance is quite an asset in one's occupation, whether it be as a laborer, trainman, clerk, bookkeeper, or professional man. A person who observes habits of this kind is much more apt to attract favorable notice from employers, customers, and others with whom he comes in contact than one who does not.

"Cheerfulness in one's work and a desire to please when coupled with other good qualities, are a distinct advantage in the eyes of employers.

Letter No. 10

Six Basic Principles

- | | |
|---------|---|
| First. | Good health. |
| Second. | Good habits and morals. |
| Third. | Aggressiveness and willingness to work. |
| Fourth. | Personality. |
| Fifth. | Commonsense. |
| Sixth. | Willingness to learn. |

Very simple and easily acquired if in earnest.

Letter No. 11

The Three R's—and Loyalty

"High School students whom I have employed are, as a rule, poor penmen, also none too good in English.

"If I were teaching a commercial class in High School, I would stress 'Loyalty'."

Letter No. 12

Against the "White Collar" Job

"The writer feels that you should stress the importance of high school students studying and preparing for the practical side of industrial life, particularly with a view to choosing a career as actual factory executives rather than seeking office work. There seems to be a dearth of material for shop executives, meaning superintendents, department heads, works managers, production men, because the average young man nowadays does not want

to start in the shop on graduating from high school or college, and feels that he ought to get a job in the front office right away. The writer also believes there are more opportunities for young men to advance to important positions in the shop than in the office, and I believe that education along the lines of thought for shop preparation on the above mentioned positions would be highly beneficial and productive all around.

"It seems that by far the majority of young men the writer meets have an idea of immediately coming in the front office in a soft job, or getting a job on the road as salesman, which seems to appeal to them because of the travel and hotel life and other attractions which they see in that job.

"The writer feels that the high school teachers can do a great deal to get the young men thinking along technical and shop lines, where they can enter the field of production and get away from the ideas of a soft job in the front office or on the road, until they at least qualify by coming up through the shop route."

Letter No. 13

English and Ethics

"Every student, whether training for a business career or a profession, should first of all have a thorough knowledge of English, including composition and punctuation, and above all other things in that connection, correct spelling with an understanding of the meaning of words used. There is only one way to arrive at such a state of preparation, and that is by having at least two years of Latin—that subject should not be optional but should be required. I will venture to say that every student who has had at least two years of Latin, and who has later engaged in business or taken up any profession, will say that the benefits from such study are invaluable.

"Every student training for a business position should be taught the importance of a plain, legible hand writing. Not all written work can be done by machine, and that which is done should be neat and clearly legible.

"It should not be necessary to add that, in the training course for business, a student should be well-grounded in arithmetic. Algebra and geometry are excellent for mental training, but unless the student is expecting to follow engineering or other work requiring such subjects, the particular value, based on the actual use which the average student may make of either algebra or geometry, or both, is very limited.

"The student should be taught the importance of accuracy, adaptability and dependability, and that advancement in business re-

sults only from intense application to business.

"There is still another side to this course in training for business, which I believe might well be stressed in the higher grades of our schools—ethics in business. Many organizations today are emphasizing as never before a high moral standard for business contact, and where can such standards be taught better than in the schoolroom, in preparing the student for a business or professional career?"

Letter No. 14

Secretarial Training—and Opportunity

"We have approximately one hundred people in our office, and I have built this organization up from two or three assistants over a period of fourteen years. In this time I have had an opportunity to observe office workers very closely, particularly stenographers, clerks, and typists.

"To my mind the most important thing for the teachers to keep in mind in preparing young men and women for business is a thorough education in the English language. The average high school student is very poor in spelling, in punctuating, and in the use of words. Many words are spelled alike or pronounced alike or nearly alike and the stenographer should be depended upon to know not only what words mean and how they should be used. Her busy employer should be able to rely upon her to bring to his attention any misuse of words, or, in many cases where there is absolutely no question about what was intended, to make the correction and lay the finished work before him as he intended it to be. If a stenographer can't do that she is a hinderance rather than a help and should never be turned out of a business college or school of any description as a person qualified to do such work.

"I think too much stress could not possibly be laid upon the importance of stenographers, especially, and clerks, also, realizing that they are not machines merely intended to operate automatically for so many hours a day in some busy office, but that they are human beings endowed with certain faculties, including the power to think; that their success depends upon their use of these faculties; that if they can't take responsibility off the shoulders of men who are too busy to look after many little details which are very, very important, there is very little possibility of their ever occupying anything more than an ordinary place in business.

"Granting a student has had proper training in the regular school subjects and is not careless in speech or in writing, then I would say that the next most important qualification is a determination to get ahead and to accomplish something very definite. You may think

that school training has nothing to do with this, but I think it has a great deal to do with it. The average young person who starts out in business goes out to get a job, not to find an opportunity to do something, and it takes him several years to wake up to the fact that if he ever gets anywhere he will have to get down to brass tacks and show what he can do. Now let the schools that could get across to the students the idea that to become valuable and successful, they must regard their first positions as opportunities. The employer can give them an opportunity to show what they can do, but he can't make good for them. From the moment they enter the business office they should have a very definite program of making themselves just as useful as possible to the concern, to take just as much responsibility as they can safely carry, and to take on more and more responsibility as they gain in experience and knowledge of their work and of the business. As stated, I think the schools can do much towards formulating a proper attitude on the part of the students in this connection."

Letter No. 15

A Broad General Education and the Dignity of Labor

"In the first place, we do not expect that the boys or girls whom we take on will be particularly trained for our work. We assume that no manufacturer expects this; at any rate, we feel that no business man can with reason expect it. As a matter of fact, our requirements as to training will probably vary a little from those of another concern, and those of that concern will likely not be identical with those of a third concern. All that we can reasonably expect is that the new employee coming to us from one of our high schools shall be well-grounded in the ordinary branches taught in the schools, with, of course, special training for stenographers and bookkeepers.

"We do not believe that any of our employees who have come to us direct from the schools have ever been called upon to use in their work here any Latin, or even any algebra or geometry, and yet it has been our observation that those who had pursued those studies with any degree of success have appeared to possess a certain mental alertness, a certain adaptitude, that has made them valuable in our work.

"So far as office workers are concerned, I would say that the chief lack we have found is in a good working knowledge of English and English construction. In the case of stenographers, those newly graduated, whether from high schools or from commercial

(Continued on page 403)

Teaching Typewriting

A paper read before the Southern Commercial Teachers' Association

By Ruth Lawrence

Commercial Department, Hickory (North Carolina) High School

WE frequently hear the expression, "It is easier said than done," but to me it is much easier to teach typewriting than it is to tell others how I do it.

Typewriter Emancipator of Woman

Since its invention the typewriter has probably been one of the greatest forces in the business world. It has completely revolutionized commerce, made it possible for firms to increase their volume of business a hundred fold, and caused a corresponding increase of activity in other channels. It enables the business man of today to execute with marvelous rapidity, in a few hours, the duties that once required days and weeks of weary toil. But perhaps the greatest achievement that has been attributed to this wonderful invention is that it is responsible, in a large measure, for the emancipation of woman. We know that since the coming of the typewriter woman has been admitted into practically every sphere of the business world. Whether or not she acknowledges that the typewriter has played a part in making a place for her in public life, is not the subject for consideration.

Teaching of Typewriting Really a Recent Development

But granting that the typewriter merits all that has been accorded it, the typewriting skill we see demonstrated by the modern operator is not acquired by the touch of some magic wand. It is the result of long years of earnest, persistent effort on the part of those who in the early days of the typewriter caught a vision of its future possibilities. We know the modern typewriter has been so improved that it little more than resembles the first machine that was called a typewriter. The methods of teaching the subject of typewriting have also undergone decided changes that are evidence of progress. Slowly but surely the teachers of typewriting and the authors of texts have come to realize that the same pedagogical and psychological principles observed in the teaching of other subjects must be adhered to in the teaching of typewriting if satisfactory results are to be obtained.

As important and vital as the typewriter has been in the history and development of the commercial and business life of our country, it is only during the last few years that the teaching of typewriting has been given any special attention. Formerly teaching typewriting meant that the institution that offered typewriting in its course of study provided the typewriter, and the student learned to write on it provided he had the ingenuity first to learn enough about the machine to operate it, the patience and persistence to pick out the letters on the keyboard, using the forefinger of each hand. However, these methods are not to be discounted altogether, for they served a purpose, and served it well.

Discarding Meaningless Drills

After the introduction of the touch method the typewriting manuals were not altogether interesting. The assignments were long and monotonous, the value of repetition was destroyed by meaningless routine drills composed of letter groups that were not even suggestive of words. One of the features of the present method of teaching typewriting is that mechanical skill is developed without employing meaningless drills of unrelated combinations.

Repetition with Interest

Repetition is not eliminated, but is directed in such a way as to provide necessary drill on frequently recurring letter and syllable combinations. Such drills develop independent finger movement and a touch that is a reaction to a visual stimulus. The teacher can and should arrange the drills so that letter or syllable combinations may be followed by words of which they are a part. This method of procedure stimulates and holds the interest of the student, whereas the routine drills of unrelated letter-groups had a tendency to destroy interest.

Such combinations familiarize the student with the location of every key in relation to some other key and enable them to make the reaches unhesitatingly. When these drills have served their purpose as location drills they may be used as facility and accuracy

drills. This procedure tends to accelerate speed without sacrificing accuracy.

Phonograph Rhythm Drills Speeds the Work and Enthusiasm

It is essential that an even, continuous touch and even time be developed harmoniously with the other types of mechanical skill. This can be accomplished by requiring the class to write to the time of counting or to music. There is no question but that the victrola has become a permanent factor in every typewriting department into which it has been introduced. The authors of the more recent manuals as well as the teachers appreciate the value of writing drills to the rhythm of music and special records have been produced for this purpose. If the types of drill that have been mentioned are given daily (written) to the rhythm of music, until the entire keyboard has been mastered, the students will, almost without exception, develop an even touch and continuous movement. There will be an absence of the faltering, jerky, spasmodic habits of writing. The rhythm drills will be found profitable throughout the typewriting course. Even in advanced classes they are worth while, given preliminary to daily assignments and tests.

Value of Short, Intensive Drills

In order to utilize the maximum effort of the student the drill periods should be short. It is also advisable to adopt for class use a manual which employs short assignments for the daily laboratory work. Short assignments are conducive to the student's progress. He completes a definite piece of work before it becomes monotonous or before it ceases to be interesting to him.

Teaching Mechanism of Machine

Knowledge of the machine is another thing that is quite essential. As a preliminary to his first lesson the student should have a knowledge of all the parts of the machine that will be brought into use during the first lessons. Some advocate teaching the various parts as their use is required in the course of study, but it will save time on the part of both student and teacher if the information is imparted as early in the course as possible. The curious eye of the student is not long in locating every lever and key, and, if he does not of his own ingenuity discover right away what its use is, he will not hesitate to hold up the progress of the entire class to satisfy his curiosity. This is particularly true of high school students, and, since my experience as a teacher of typewriting is limited to high school work, I find it rather

difficult to get away from the high school point of view.

The teacher is fortunate who anticipates the curiosity of the student and surprises him with the information he is about to ask for, or who stimulates his interest still further by asking *him* the question. The average high school student is rather investigative and invites rather than repels instruction relative to the machine. If more than one make of machine is used it is well to have students become familiar with all. This does not mean that they are to be allowed to take them to pieces and set them up again—though we have all probably had students who have wanted to do this. Every typist will bear witness that one of the prerequisites of an expert typist is, "know your typewriter."

Mental Phases of Learning

There is a mental phase of typing as well as a mechanical. Hitherto the acquisition of mechanical skill has been emphasized and the mental or constructive features neglected. The business course, whether in a private or a public school, must turn out a finished product that will measure up to the expectations of the business world. The business man has a right to expect the training his employee has received to carry over into his business life, and it is up to the commercial teachers to see that he is not disappointed in his expectations. The typewriting teacher can do his or her part by giving problems that require the exercise of judgment on the part of the student, that demand initiative and develop self-reliance. Such problems involve form and arrangement of material. First, the matter to be typewritten from copy, and, later, of matter to be transcribed from shorthand notes. Of course the transition from easy to difficult problems should be gradual. The problem should never exceed the student's ability, yet his ever-increasing skill should be taken into consideration and the problem at hand made difficult enough to continue to develop his power.

Keeping Incentive Alive and Functioning

There is no doubt but that the results obtained in teaching typewriting depend greatly upon the method of procedure and upon the arrangement of the course so that it will appeal to the interest of the student. But another factor that is decidedly an incentive to the student to put forth his best effort is the Awards Plans that have been adopted by the leading typewriting companies. During the year dating from October 1, 1923, to October 1, 1924, one of the companies awarded over 55,000 medals, and certificates numbering into hundreds of thousands. Fig-

ures from the other leading companies probably run just as high. The teacher will find it profitable to get in touch with the educational department of the typewriting companies represented by the makes of machines used. They are glad to furnish material for speed and accuracy tests to be given for the awards. Thrilled with the possibility of winning the awards, the enthusiasm of the student is naturally reflected in his daily work. A chart on which the daily grades are kept, showing the gross and net number of words written and rate per minute, also stimulates interest in advanced classes.

There are many, many factors that enter

into the teaching of typewriting. Some of the things that tend to produce mechanical skill and some of the things that tend to develop mental power have been mentioned. But the impelling force behind the method is the teacher. It is an old story in pedagogical circles that the personality of the teacher is interpreted in the results of the teaching. The teacher who loves typewriting, believes in typewriting, and puts enthusiasm and life into the teaching of typewriting will turn out, not mechanical operators only, but typists who will be a credit to their school, an asset to their employers, and a positive force in the business world.

The Secretarial-Stenographer Problem

(Concluded from page 358)

A Profession as Well as a Stepping-Stone

I could quote you many instances of the opportunities which have come to girls who had the good sense and foresight to make shorthand their entering wedge to a business future. One girl, now a manuscript reader in one of our editorial departments—a position which, by the way, is coveted by the average college girl of literary inclination—was formerly simply a stenographer to one of the editors, but so clever and capable that she became his secretarial-stenographer, and when the post of manuscript reader was vacant received it. Another capable stenographer became an assistant editor, working her way into this position by the extremely clever letters which she wrote to people who asked for information about old issues of magazines and inquiries about articles which had appeared months before. The manager of one office started as "only a stenographer" out in a branch office in a Western city, and one of the best correspondents was "only a stenographer" until her ability lifted her out of the ranks. But as far as opportunity is concerned, let me say that a secretarial-stenographer to a big executive is sufficient future in itself to attract the interest of any woman.

With us character is the all-important thing, then in order comes home environment, education, and experience.

Make a Drive for the Girl With Brains

Let us persuade the educated girl—the girl with brains—the girl who is ambitious and has the right attitude toward work, the girl who is keen, shrewd, and observant, who is the business type, to take up stenography. The business world has need of her and she will find real opportunity in it. If the business colleges will make a drive for these girls, if they will "sell" them the idea of stenographic

training as the most valuable business asset they can possibly possess, if they will convince them that business is waiting and even yearning for them—the well-educated girls of suitable maturity plus the thorough training which only business courses seem to give—then the problem of the secretarial-stenographer will be up to the business concern to solve by means of proper training.

Employers, too, can assist in this direction by encouraging girls in their clerical ranks who manifest the desirable qualifications to take night courses in stenography and then give them opportunities to use it.

Then Let Business Bear Its Share in the Training

You, as educators, can not and should not be expected to produce a secretarial-stenographer ready to step in and handle the job in finished fashion. Such is not a product of the school alone—but of school and business. You can only expect to prepare a woman who has the proper personal qualifications, business aptitude, and sound fundamental education, with specialized business courses and the technique of stenography so that she becomes suitable material to go out into business and earn her way up through the school of experience to such a position.

Impress upon the graduate that her education constitutes her working tools, which it is up to her to apply—that the measure of her success is how she applies them.

A Successful "True-False" Test

"THIS test is so purely 'personal' that I fear it will not be of much value to other instructors," Miss Pedrett remarked, in submitting the concluding part of the test begun in our May issue. Our experience, however, is that classes the country over are pretty much the same, and we are sure you will find the following questions easy to adapt to your own needs if they will not apply *in toto*.

"The tests on the last lessons are not so true to form as was possible with the first set," Miss Pedrett explains. "In this group of questions, I have tried to place emphasis on the shortcomings of my own class.

"I notice especially that they pay very little or no attention to the suggestions in fine print—they seem to think them unworthy of their precious time. Other ideas came from remarks made in class, from things noticeable in their notebooks, and from general discussion. Suggestions taken from "Speed Studies" form the basis of the rest of the test.

"The questions were purposely 'jumbled,' as it seems that the students remember many facts in relation to each other but not when used separately."

The best time Miss Pedrett's students made on this test was 8 minutes, with a grade of 90%; the slowest, 14 minutes with a grade of 95%. Five per cent was deducted for each error, as only twenty of the questions dealt with the principles.

True and False Test in Gregg Shorthand

Lessons Fourteen to Twenty Inclusive

Compiled by Miss Louise Pedrett

South San Francisco High School, South San Francisco, California

(Mark X in correct column. Time.....Errors.....)

	TRUE	FALSE
1. Certain prefixes or letters are disjoined and placed above the line close to the remainder of the word to express "tr" and a following vowel.
2. <i>Abstra</i> and <i>obstra</i> follow the "tr" principle, but do not add the <i>s</i> to the stem
3. <i>Pre</i> is always written in full except in <i>presume</i> and its derivatives.
4. It is not considered best to form compounds by joining simple prefixes such as <i>in</i> , <i>en</i> , <i>dis</i> , <i>re</i> , <i>non</i> to disjoined prefixes (<i>redistribute</i> , etc.)
5. Involved phrases show great technical skill and should be indulged in even at the expense of speed and accuracy.
6. <i>T</i> is omitted in many compound words (<i>contract</i> , <i>construct</i> , etc.) because it is slightly enunciated.
7. It is not necessary to bother about words that cause one to hesitate—they may not occur again.
8. In forming derivatives of words ending in <i>ct</i> it is always necessary to join <i>ed</i> , <i>er</i> or <i>ive</i>

	TRUE	FALSE
9. There is no distinction in shorthand for writing <i>Mac</i> or <i>Mc</i> in proper nouns
10. The <i>s</i> for <i>supre</i> and <i>super</i> is written in the same direction as if the entire syllable were to be written out.
11. The above rule does not hold good for <i>self</i> , <i>circu</i> and <i>circum</i>
12. One can easily master shorthand by a bit of irregular practice and an occasional bit of concentrated work if he pays attention to classroom instruction.
13. The word <i>under</i> is always written out when used with <i>stand</i> or with <i>stood</i> , as in <i>misunderstand</i> , <i>we understood</i> , etc.
14. <i>Center</i> , <i>extra</i> , <i>counter</i> , <i>over</i> , <i>alter</i> , and <i>short</i> must always be spelled out in full when used alone or as compounds.
15. The <i>men</i> stroke joined is <i>ment</i> , but disjoined is <i>mental</i>
16. The "jog" is unimportant and not worthy of much practice.
17. When the root word is one character only, the suffix <i>ness</i> should be written <i>n</i> as usual.
18. To attain great speed in writing shorthand one should master the alphabetic combinations, the high frequency words and the common phrases—these form a definite worthwhile foundation.
19. In the suffix <i>ification</i> the <i>f</i> may be joined to <i>t</i> or <i>d</i> because the absence of the <i>tive</i> blend identifies it.
20. In the suffixes <i>pose</i> , <i>pote</i> , <i>pire</i> , <i>quire</i> , and <i>quest</i> , the final consonant is always omitted.
21. Practice that includes the reading of one's own notes and those of shorthand plates should be a large part of each day's shorthand work.
22. Phrases partially learned are better than none at all.
23. <i>Less</i> and <i>ness</i> are written in full after a vowel.
24. The prefix <i>decla</i> , and the suffixes <i>ship</i> , <i>ification</i> , <i>ward</i> , <i>ulate</i> , <i>tic</i> , and <i>ograph</i> can usually be joined with perfect safety.
25. The indication of <i>ing</i> by writing the following word in the <i>ing</i> position isn't much of a time-saver and can be dispensed with (<i>doing the</i> , etc.)
26. Always ask for assistance immediately—the other students like it—and you get a lot out of it for future use when you must depend upon your own efforts.
27. Initials are usually written in longhand with small instead of capitalized letters because they have nothing to identify them.
28. The ability to read one's notes is secondary to the ability to "get it all down"
29. After one has taken a few letters he is capable of making his own rules and it isn't worth the effort to be accurate with lengths or the joining of characters.
30. A common error among students is to practice for speed before they know the fundamental principles of the system.
31. With the completion of the Twentieth Lesson we have just laid the foundation upon which we shall build our shorthand skill.

Report of Annual E. C. T. A. Convention

(Continued from page 366)

spects, some talented while others were apparently very meagerly endowed, and with only an occasional one skilled in the technique of teaching, but all imbued with a common and compelling love of writing. This love of their art made them *masters* of it and gave them power to inspire pupils. The results they secured as teachers are creditable chiefly to the inspiration of personal example and

enthusiasm for the art they so sincerely loved.

And so I came away from the meeting more than ever convinced that the success of teaching lies largely in a dominating love of it and of the subject taught. In the story of long-hand teaching we shorthand teachers may find again what we have observed in our own special field—unusual accomplishment is always the outgrowth of unusual enthusiasm.

Economics Section

Report by George P. Eckels

ALEXANDER PUGH, High School of Commerce, New York City, presiding in a very efficient manner, had the meeting moving "in high" soon after the delayed opening.

Phases of Geography and Salesmanship

The first speaker, Mr. Floyd Hurlburt, superintendent of schools at Bay Shore, New York, spoke on the subject, "Is Economic Geography Worth While?" Mr. Hurlburt said that the question resolved itself into two phases: What Nature had done for Man, and What Man had done for Nature, showing that in activity all over the world man first made use of Nature's gifts and, as the necessity warranted it, supplied additional means for development, illustrating his point by contrasting the early transportation—largely by means of water and animals—with the present means, such as artificial waterways, railroads, and other modern means of transport. He stated that improvements were made as economic conditions warranted their being made; in other words, as they would pay.

The discussion was opened by L. Brewster Smith, dean of the boys at James Monroe High School, New York City. Mr. Smith said that he agreed with what the speaker had said, but took exception to the teaching of economics as geography. He thought that the emphasis in economic geography should be placed on the geography and not the *economic*. He endorsed the regional type of geography and gave illustrations of what he considered six of the most important regional divisions, showing how they could be used to advantage in teaching the subject of economic geography.

"Salesmanship in the High School"—the second topic—was discussed by Mr. Matthew E. Lynaugh, of White Plains High School, New

York. Mr. Lynaugh told a very interesting story of how he had developed the subject of salesmanship in his school and referred to a monograph on salesmanship which was prepared by him in conjunction with one of his classes in salesmanship.*

Lawyer Gives Pointers on Commercial Law Curriculum

The third topic, "Law Teaching in Commercial Schools," was very ably handled by Harold Dudley Greeley, lawyer and accountant. The speaker showed a very full and clear conception of what is needed in law courses for commercial schools and stated that the teaching of law, while he considered it very important, should be made secondary to other major subjects in the commercial curriculum—referring to the fact that when business men employ graduates of commercial schools, they employ them as bookkeepers and stenographers, not as lawyers. He added:

There is, however, a very definite place for properly worked out legal study in a high school commercial course. The training in analysis and logic should prove helpful, but should be made incidental and not be considered one of the main objectives.

The objectives should not be to teach definite rules of law nor even many of the principles of law, because law is a difficult science and can be taught only in professional law schools and to students more mature. The objective should be to make students intelligent about the real nature and practical operation of law. This means that students should be taught three major things:

1. That law is not a collection of rules, but is a science. This can be demonstrated by simple examples from the subjects of contracts, agency, sales and negotiable instruments.

*Copies of this monograph, which outlines Mr. Lynaugh's ideas, may be secured by addressing the Gregg Publishing Company, 20 West 47th Street, New York City.

2. Legal terminology. This will involve many principles of law which must be used to illustrate the terms.

3. The practical organization of law—our system of legislatures and statutes, courts and decisions, administrative bodies and regulations, our system of recording and reporting law.

Banking and Advertising Subjects at Afternoon Session

The principal speaker in the afternoon was Dr. Birl E. Schultz, educational director at the New York Stock Exchange. Doctor

Schultz led his hearers into realms unknown to the average commercial teacher and citizen with reference to stock markets and quotations, giving an interesting discussion of the newspaper reports of the stock exchange and showing how they might be read intelligently by any individual interested.

Other speakers were W. Randolph Burgess, assistant agent of the New York Federal Reserve Bank, who explained the Federal Reserve Bank System, and Miss Celia A. Drew, High School of Commerce, New York City, who spoke on Teaching Advertising in the High School.

Commercial Section

Report by Lloyd Bertschi

BOTH morning and afternoon sessions of the Commercial Section were efficiently presided over by Chairman J. F. Robinson, of Burdett College, Boston.

The Bookkeeping Course

Professor Atlee L. Percy, of Boston University, was the first speaker on the program. He discussed bookkeeping courses from the double viewpoint of content and method of presentation. Starting off with the statement that he makes no particular distinction between accounting and bookkeeping, Professor Percy said that advanced accounting courses of university grade are best approached through bookkeeping courses in secondary and other schools. After a brief warning against the common practice of attempting to cover too much, he pointed out that a bookkeeping course should provide students with a knowledge of how business is done, with vocational ability, and with a suitable background for a study of advanced accounting.

In discussing the advisability of adhering to fundamentals, Professor Percy defined bookkeeping fundamentals as including a knowledge of business terms, familiarity with the nature of various business papers, business arithmetic, and penmanship, complete knowledge of the journalizing process and various books of records and the preparation of statements.

The talk was concluded with a brief commentary on the various methods of approach, including the Balance Sheet method, the Journal Method, and others more commonly used. Teachers were advised to become thoroughly familiar with all methods, for no one method can be expected to meet all situations.

Brief discussions of Professor Percy's paper were given by Mr. E. E. Gaylord, of Beverly, Massachusetts, High School, and Mr. J. R. Summerfeldt, Rider College, Trenton.

Two Views of Accounting—High School and Private School

Mr. Don T. Deal, head of the department of Business Education in the Trenton Senior High School, next spoke. By a series of apt illustrations Mr. Deal demonstrated conclusively that an answer to the question, "How Much Accounting in the High School?" can be found only by discovering the needs of the particular community in which the course is offered.

The same subject was discussed from the point of view of the private commercial school by Mr. J. W. Hiron, of Beacom College, Wilmington, Delaware. Mr. Hiron read a summary of answers to the question which he had received from twenty representative business schools throughout the United States. The trend of opinion among private commercial school proprietors seems to be that while business colleges should offer more or less extensive courses in accounting, generally speaking, such courses are not especially profitable ventures.

Balance Sheet Method Explained

The afternoon session was started by a thorough explanation of what is really meant by the Balance Sheet Method of Teaching Bookkeeping, given by Professor W. M. C. Wallace, of New York University. The Balance Sheet Method, as the term is usually employed, means a study of accounting by a

study of very simple arithmetic. Its sole purpose is to give students an idea of what bookkeeping is about. Condemning the account and journal methods of approach as being matters of form and of mechanical rules telling students how to perform bookkeeping operations and of imitating models, Professor Wallace advocated the Balance Sheet Method as being valuable because it provides students with a thorough understanding of the nature of business transactions and their effects on capital. Suggesting the substitution of the expression "arithmetical method" for Balance Sheet approach, Professor Wallace appealed to teachers to examine the Balance Sheet Method and become thoroughly familiar with it before condemning it.

Mr. Wallace's subject was briefly discussed by Mr. A. R. Jackson, Beacom College, Wilmington; Miss Georgia Reid, Linden High School, New Jersey; Miss Annie C. Woodward, Somerville High School, Massachusetts; and Mr. Charles H. Forest, Brown's Business College, Brooklyn.

C. P. A. Gives His Method for Getting Results

The next number on the program was an interesting talk on Getting Results in Accounting, given by Mr. Henry Sargent, C.P.A., of Bay Path Institute, Springfield, Massachusetts. Mr. Sargent gets results by following his own style, which to summarize is:

1. By remembering that students are to earn a living by using the instruction he imparts;
2. By keeping in mind always that students are paying substantial sums of money for his instruction;
3. By never overlooking the fact that students are beginners.

After touching briefly on the importance of law in accounting matters, and the further

importance of correct accounting technique, Mr. Sargent earnestly advised teachers to get away from too strict adherence to text matter. His final point was that the teachers' efforts should always be directed toward winning the respect and good-will of students.

Discussions of Mr. Sargent's paper were given by Mr. George Hoffacker, of the Boston Clerical School, and Rufus Stickney, of the Arlington (Massachusetts) High School.

Getting Results in Arithmetic

Mr. George H. Van Tuyl, administrative assistant in Evander Childs High School, was to have discussed the methods he advocates to get results in business arithmetic. Much to the disappointment of the audience, Mr. Van Tuyl was unable to be present because of illness. However, Chairman Robinson read Mr. Van Tuyl's message. After commenting on the fact that business arithmetic requires a specialized knowledge and is not successfully taught by ex-grade school teachers or teachers from regular mathematics departments who have no particular knowledge of the arithmetic of business, Mr. Van Tuyl's paper gave a number of particularly worthwhile suggestions for teaching various phases of business arithmetic.

Machine Calculation Demonstrated

The concluding number on an unusually successful program was a talk on Machine Arithmetic by R. D. Bryan, manager of the Monroe Calculating Machine Company's New York City agency. After demonstrating in a most effective way the versatility of calculating machines, Mr. Bryan made a strong appeal for extensive instruction in this field of commercial education.

The Newer Phases Section

Report by Hubert A. Hagar

THE Newer Phases Section, organized in 1925 for a discussion of the latest developments in commercial education, was ably conducted by Mr. W. C. Worthington, head of the Bookkeeping Department in Yonkers High School of Commerce.

While some of the subjects were not new, the discussion of these subjects was decidedly new and refreshing. The speakers, without exception, had made careful and thoughtful preparation, and it was regretted that owing to the limited time allowed these programs some of the talks could not be given in full.

Mr. Clyde B. Edgeworth, director of education for the City of Baltimore, and instructor in Johns Hopkins University, started the program with an instructive and scholarly review of the new Baltimore Commercial Course of Study, prepared under his direction. While Mr. Edgeworth gave only a brief summary of his new program, he impressed everyone with his intimate knowledge of his problems down to the minutest detail. Speaking on the junior high school program, Mr. Edgeworth said:

We have attempted to build our junior high school commercial curriculum on the following aims:

The Commercial Course at Baltimore

1. Try-out.

This is to give all pupils an opportunity to determine the curriculum in which they are particularly interested and aims to give samples of the work of both academic and commercial curriculum.

2. Vocational.

To attempt, as far as possible, to offer enough definite business training to fit the pupil for the position to which his age will admit him. We realize that there will be a certain amount of dropping out for economic reasons, and it is our aim to try to give the students training that has a marketable value.

3. Preparatory.

The course in the junior high schools lays the foundation for the work that is to follow later on in the senior high school. There is no repetition of either subjects or content in the senior high school. . . .

In 7A, the work is tied up with the Vocational Guidance Department. All students study occupations, and the guidance counselor helps the pupil to decide on a choice of curriculum. We are sold on the idea of guiding pupils into choice of study rather than having them dumped in under the old plan. This means that we are getting pupils who are interested in commercial work, and who are of higher type than many of the students sent in in the past.

In this ten weeks' try-out course in Junior Business Training, we impart as much general business information as is possible in fifty recitation periods. Students electing the commercial course of study continue their Junior Business Training in the eighth grade. Our program in the junior high school includes penmanship, typing, commercial arithmetic, and bookkeeping. Before the pupil goes to the senior high school he again comes under the influence of the vocational counselor and his choice of curriculum is verified.

In the senior high school all courses are grouped around the following objectives:

1. Preparation for university schools of commerce
2. General business training
3. Stenographic employment
4. Accounting
5. Retail Selling
6. Office practice and machines.

In describing these courses, Mr. Edgeworth said:

The usual commercial curriculum with two years of modern language and one year of algebra, will meet the entrance requirements for most of the university schools of commerce. In City College (High School) we have a college preparatory commercial course of study that meets these entrance requirements. In the two girls' high schools they are still offering two years of modern language. An opportunity is given to take algebra as an elective if these pupils desire to go on to a higher type of school. The general business course gives more work in business organization and management, banking, finance, salesmanship, and advertising, than the other commercial courses. Pupils electing shorthand make the choice at the beginning of the tenth year and continue it through the three years of the senior high school, taking secretarial practice in the senior year. This course is designed to bridge the gap between the shorthand class and the business office. Pupils electing an accounting major of course continue by electing the third-year bookkeeping and fourth-year accounting. Girls choosing the retail

selling curriculum take the retail selling practice under the instruction of a very capable teacher. The major in office practice and machines is a new feature of work with us and it is one in which we are very much interested. Pupils who do not elect one of the other courses of study, or who have failed in shorthand are given the opportunity to specialize in one or more types of definite office machine work.

In discussing Mr. Edgeworth's address, Mr. Edgar M. Finck, supervising principal at Toms River, New Jersey, says that as all courses should lead to a vocation, there should be no clash between the commercial course and the so-called academic course. Owing to lack of time, Mr. Finck was unable to give his prepared talk, but we hope in a subsequent issue to be able to publish a number of extracts from this very scholarly paper.

What Bookkeeping for Junior High School?

The question: To What Extent and in What Manner Should Bookkeeping Be Taught in the Junior High School? was answered concisely by Mr. C. W. Hamilton, director of Commercial Education at Elizabeth, New Jersey. He gave ample reasons why, and the manner in which, bookkeeping should be taught:

I believe that bookkeeping should be taught to students preparing for secretarial work. Our course of study permits shorthand to be begun in the tenth year, while advanced shorthand is pursued in the eleventh year; then the final or twelfth year is devoted to secretarial training work. We believe that it is desirable for those students to study bookkeeping in its elementary form in the ninth year in order that they may become acquainted with the simple record work which is likely to be required of the stenographer in an office.

Another reason for commencing elementary bookkeeping in the ninth year is that it permits an extensive training in bookkeeping and accounting for those who desire to follow this line. That is, bookkeeping would be taught in the ninth year and in the tenth, while in the eleventh year a modified form of accounting would be offered. This leaves the twelfth year for office practice, law, economics, and the like.

Summarizing, Mr. Hamilton said that bookkeeping should be taught in the ninth year in order to prepare adequately for the senior high school either in secretarial, bookkeeping, or general clerical work; in order properly to train the boy or girl who may drop out of junior high school; in order to teach desirable business habits; and to give informational values which are of importance in the daily lives of practically all men and women.

The discussion of this paper was led by Mr. Herman L. Boyle, of Trenton High School, who conceded the groups of students as outlined by the previous speaker. He declared that it is desirable to have elementary bookkeeping in the junior high school taught to those pupils who are not intending to fol-

(Continued on page 414)

Developing the Personality of the Student

By W. A. Robbins

Lincoln Business College, Lincoln, Nebraska

I AM approaching this all-important subject from the standpoint of the teacher and what the teacher sees in the student.

Development of personality is the overcoming of handicaps that impede our progress toward a pleasant and satisfactory fellowship with our fellowmen. Personality is an elusive thing. One person can not tell another the exact thing in all particulars. The exact quality or trait that produces a pleasing personality in one person may come far short of the desired result when possessed by another. As one writer has said with regard to golf, "There are seven thousand nine hundred and twenty-one ways to do it wrong," and I am convinced that the teacher will find fully as many opportunities to do the wrong thing while trying to develop the personality of the student. There are about as many ways to develop personality as there are personalities.

There are, however, some things which my observation leads me to believe many students have in common that may be developed or overcome to the advantage of the person interested. It is our duty as teachers to point out these things and assist as best we can in the development of a personality that will be an asset to the student and not a liability.

Handicaps to Be Overcome

I am setting forth, therefore, some handicaps which we may expect to find in very many students, in the hope that our discussion of them may result in a somewhat clearer conception of their effect and increase in some degree our ability to cope with the problem.

The following are selected for our consideration:

1. Ill health
2. Laziness—mental and physical
3. Lack of courage
4. Lack of purpose

Ill Health

There is but little excuse for the young person who has been endowed with a good physique to be sick. A great majority of the ills from which students suffer are entirely preventable. They would be prevented, too, did the student appreciate the

far-reaching effect health has upon his general efficiency. Most ills result from bad habits of eating, sleeping, and general way of living. To induce a young person to resolve to eat only well-cooked and wholesome foods in a moderate amount and to secure the proper amount of sleep is to increase his chances of success and happiness many times over.

I am sure I need not stop here to mention in any definite way the evils of alcoholic drink. Suffice it to say that among the student body of almost every school may be found some who are addicted to its use more or less. Less in most cases, I grant you, but it is present, and to a larger extent than we think unless we take the trouble to investigate.

Let me say I am not a reformer—I am not setting out to reform the world, nor even a small part of it. I am willing to let everybody, everywhere, do exactly as he pleases in regard to this drink question. My only object in bringing it into this discussion is simply to provide opportunity to face the facts so that we may help the student to know what he is doing and what the probable results will be.

I know that one of the almost universal human traits is that of lying to oneself. People will lie to themselves, fool themselves, delude themselves, blind themselves, and cheat themselves more persistently than they will do those things to other people, and in the long run self-deception does the greater harm. But this is what people do with regard to the effects of drink. If, therefore, we have any sincere interest in developing a winning personality, we need no further incentive to look the evils of the drink question squarely in the face and act accordingly.

Laziness

Laziness, especially mental laziness, is an almost universal human fault. So much has been said and written upon this subject that this paper need not go deeply into it. This striking truth, however, stands out clearly, that the man or the woman who is willing and able to take the trouble actually to think, has so little competition in this world that he is almost lonely. Success is the reward of intelligent labor. Great success comes

from great capacity and willingness to work. Moderate success comes from moderate capacity and willingness to work. Any kind of success depends upon some degree of capacity and willingness to work.

A certain group of agitators who toured our country just before the last general election were fond of saying that 5% of the people of the country owned 95% of the wealth. They might also have said, with more truth perhaps, that 1% of the people do 99% of the thinking and 99% of the truly creative work of the country. Then they could add the most evident truth of all, that 99% of the people are perfectly satisfied to have their ideas, opinions, convictions, prejudices, and beliefs handed to them by their parents, teachers, pastors, lawyers, newspapers, and favorite politicians, while they themselves do just enough work and good enough work merely to get by. If the majority of people are mediocre in their attainments and success, laziness, and especially mental laziness, is doubtless more responsible than any other one cause.

The surest cure for laziness is to provide the student with a strong incentive. What this incentive shall be will depend upon your understanding of the student's individuality. Some respond to one kind of appeal, some to another. Since most people are imitative and respond more or less readily to suggestion, one way to help the student overcome inherent laziness is to bring before him examples of those who have won great success and the methods used to attain it.

Courage

The development of a winning personality in the student will depend in a great measure upon his ability to develop courage. Most people will not admit that they lack courage. They call themselves careful, prudent, cautious, conservative, and other pleasant names. Parents excuse their children by saying that they are retiring or bashful. Fear, nevertheless, is at the root of all these evils. Most people dislike doing anything which seems like asking a favor of strangers or superiors. They do not mind demanding favors of relatives and close friends—in fact, many timid people become parasites, wholly or in part, on those near them who are bolder. Students who expect their parents and teachers to introduce them at school, fight their battles for them, get jobs for them, care for them when through fear they lose their positions, and in general furnish backbone for them, are in need of internal moral stiffening. They and their parents and teachers should face the fact without blinking.

Many a man of fine ability and education who occupies an obscure place far below his

capacity has been giving himself a reason which he knows is not true. What he needs to do is to look squarely into the eyes that confront him when he shaves himself and admit the fact that he is afraid—afraid to assume responsibility—afraid to offer suggestions that show his ability—afraid to stand up for his rights, and call attention to himself.

For the student, or older person, who will admit his lack of courage, something may be done to help develop it; but he who dodges the fact by calling a spade a golden spoon, can hope to make but little progress in overcoming that which he does not admit exists. The timid student may never fully overcome his fear, but he can develop more courage. The first step is to face the fact that more courage is needed. Courage grows by exercise. Every successful speaker, actor, or salesman will testify that only by repeated efforts has he attained the courage necessary to his success. Lack of courage causes lack of initiative. When one is afraid of people, afraid of criticism, afraid of failure, it is all too easy to find excuses for not taking advantage of the opportunities presented to him.

Purpose

The power and benefit of a definite purpose can hardly be overestimated. The student who has a clear and definite purpose in life, and has made careful plans for carrying out that purpose, has his mind fixed so intently upon it that he does not have time or inclination to feel afraid. It is a well-known psychological fact that any strong emotion naturally drives out any contrary emotion, so if one has built up within himself a mighty surging emotion of desire to accomplish his purpose, he has no room for any emotion of fear.

A clear and definite purpose will tend to organize the powers one has and direct their force and energy in one direction. A pile of steel filings and shavings lying on the floor of a foundry may be of fine quality; they may weigh a ton when placed on the scales; but unorganized they have but little value. If we organize and weld them into a shaft, attach one end to an engine and the other to a propeller, it will drive a mighty ship across the ocean. Bring all these bits of steel under the organizing power of a purpose and they become effective. In like manner the mind, the heart, the soul of our students, is nothing more than a confused heap of thoughts and wishes, impulses and desires, longings and aspirations, until by the power of a purpose these are all brought into unity and made effective in their thrust toward some worthy fulfilment.

The purpose must be practicable. I once

advised a young man that he must have a purpose in order to achieve worth-while success. In a few days, he came back saying that he had decided he would be, first, mayor of the city, then governor of his state, then president of the United States, then ruler of the entire world. Another young man of my acquaintance said his purpose was to be a second Andrew Carnegie, only more wealthy and more powerful than the first. There is nothing positively wrong with either of these ideals. The trouble was that the young men were so dazzled by what they were going to be, that they could not consider the patient, painstaking and rather uninteresting drudgery necessary to get ready to climb even the first rungs of the ladder.

A definite purpose in life is one of the most important factors in developing personality. It should, however, be determined in the light of all the self-knowledge the student is able to acquire.

These, I believe, are outstanding things that every teacher should recognize, and be ready to help the student to overcome on the one hand and develop on the other. That teacher who is able to help his students develop personality has given to them a priceless gift, one which will grow increasingly valuable as the years go by and for which he will deserve the richest blessing.

One ship sails east, another west,
By the self-same wind that blows,
'Tis the set of the sails, and not the gales
That determines the way she goes.

Like the winds of the sea are the ways of fate,
As we journey along through life,
'Tis the will of the soul, that determines the goal,
And not the calm or the strife.

Try This on Your Phonograph

IF you have old gramophone records that are scratchy and so worn that they seem to cause the motor to run at varying speeds, try wiping them over lightly with a clean cloth soaked in benzine. This removes all dust and dirt from the grooves and frequently produces a remarkable difference in the music.

Do not use alcohol; it will dissolve the material of which the record is made.

Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Etta De Witt, Sherman, Tex.
Mary Alletta Dodd, Springfield, Ill.
Gladys M. Douglas, Guelph, Ontario, Canada
Jeanette Heckman, Colorado Springs, Colo.
Effie May Houle, Auburn, Maine
Mrs. Hurley Preston Hoyle, Raleigh, N. C.
Edith M. Kautz, Tacoma, Wash.
Agnes M. Lahr, Greeley, Colo.
Mrs. Zella Lufkin, Bakersfield, Calif.
Gladys Thera Lutes, Fort Worth, Tex.
Mary L. Markham, Greeley, Colo.
Christeen McKelvy, Colorado Springs, Colo.
Bernice W. Meador, Greeley, Colo.
Frances Nadeau, Auburn, Maine
Helen Pauline Pierson, Greeley, Colo.
Matilda Puls, Anaheim, Calif.
Jose Valedon Balces, Manati, P. R.
M. Cecilia Siefen, New Rochelle, N. Y.
Dolores Marie Sigel, New Rochelle, N. Y.
Elsie I. Silverberg, Fort Wayne, Ind.
Sister Marie La Salle, Marion, Ohio
Josephine Skubas, Bridgeport, Conn.
Mrs. Cecile McL. Skeffington, Savannah, Ga.
Miriam Starrett, Los Angeles, Calif.
Rose Streiff, Portland, Oregon
Dorothy M. Waters, New Rochelle, N. Y.
Eva Lena Weatherly, Fort Worth, Tex.
Dorothy M. Anderson, Cedar Falls, Iowa
Elsaine Bevans, Detroit, Mich.
Marjorie B. Bishop, Duluth, Minn.
Leone H. Boddicker, Cedar Falls, Iowa
Brother Victor Joseph, Brooklyn, N. Y.
Elector Carr, Fort Wayne, Ind.
Ada Coalson, Fort Worth, Tex.
Mary I. Corwin, Cedar Falls, Iowa
Mrs. Elizabeth Denmark, Nashville, Tenn.
Sara L. Dill, Wilmington, Del.
Gretchen Dinger, Detroit, Mich.
Eleanor B. Durnan, Wilmington, Del.
Mary E. Ferguson, Newark, Ohio
Elizabeth M. Fredrick, Fort Wayne, Ind.
Lydia Fredrick, Fort Wayne, Ind.
Henry B. Fumeaux, Monterrey, Mex.
Milly L. Hendershot, Sparrowbush, N. Y.
Helen A. Gullatt, Atlanta, Ga.
Marion M. Janssen, Green Bay, Wis.
Georgia B. Johnson, Cedar Falls, Iowa
Helen E. Kerr, Dalton, Mass.
Jewell Lilly, Mountain View, Okla.
Marie Lynch, San Antonio, Tex.
Gladys M. Mallonee, Independence, Kans.
Gladys Ogden McGurk, York, Pa.
Louis J. Meinhardt, Dubuque, Iowa
Mildred Moorehead, Pawtucket, R. I.
Ora Bealle O'Leary, Sapulpa, Okla.
Lella B. Olmstead, Cedar Falls, Iowa
Ruth Pearson, Fort Wayne, Ind.
Angeline C. Potash, Keene, N. H.
Alice Quintal, Green Bay, Wis.
Ina Mae Reid, Fort Wayne, Ind.
Lola M. Robbins, Newark, Del.
Lucille Russell, Abilene, Tex.
Maurine Saeger, Nashville, Tenn.
Sister Mary Alban, Perry, Okla.
Sister M. Alexina, Boston, Mass.
Sister Rita Austin, Jersey City, N. J.
Sister M. Baptista, Point Pleasant, N. J.
Sister M. Basil, Enid, Okla.
Sister Mary Justa Braun, Carroll, Iowa
Sister Claudia Brosnahan, Wilmington, Del.
Sister M. Gerarda, Gallup, N. Mex.
Sister Mary Therese, Johnstown, Pa.
Zuba B. Stack, Longmont, Colo.
Frank Swain, Cedar Falls, Iowa
Marjorie G. Thorburn, Cedar Falls, Iowa
Ruth Turner, Eugene, Oregon
Ruth Waters, Cedar Falls, Iowa
J. Marie Wisdom, Cedar Falls, Iowa
Mary M. Womack, Richmond, Va.
Mrs. Hortense Wood, Fredericksburg, Va.
Brunette M. Puccinelli, Santa Cruz, Calif.
Anna M. Ring, Santa Cruz, Calif.
Fuera Beatrice Robison, Hackettstown, N. J.
Clara L. Schroeder, Fort Wayne, Ind.
Marion Elizabeth Shanley, New Rochelle, N. Y.
Dorothy V. Shott, Staunton, Va.

*Proper Training for Business**(Continued from page 390)*

schools, are rarely to be classed as first-class. Through development in actual business life they may become proficient in a mechanical way, but if they lack a knowledge of good English and of sentence construction, if paragraphs and punctuation are sealed mysteries to them, they will never be real stenographers—at least not until they have unlocked the mysteries and have acquired the needed knowledge. It has often happened, here as elsewhere, that an officer or higher employee has worked patiently with a poor stenographer until the deficiencies have been overcome. But this throws upon the officer or higher employee a burden that should have been borne by the schools.

"Somewhat the same thing applies to the bookkeepers who are turned out by the schools. Of course, the new bookkeeper will learn more about his profession in his first year in business than his school will have taught him. But it would seem that the business man is not asking too much if he were to expect the schools to provide the future bookkeeper with, first, a sound knowledge of arithmetic, and a readiness and ability to apply arithmetical principles to actual business problems; second, a profound sense of the need for absolute accuracy; third, a

knowledge of bookkeeping and accounting in general, with some understanding of depreciation and other reserves and of taxation.

"As to high school students entering the moulding trade, this does not often happen, and no particular training would appear to be warranted. We, in common with other foundrymen, might express the hope that as time goes on the boys in the schools will be impressed with the dignity of labor—even of labor that is not of the white-collar variety. The unwillingness of high school boys to enter the foundries and to take up other trades of that nature has resulted in many foremanships and other well-remunerated positions being held by those who have never had the benefit of our high schools. We have felt that the men employed in positions of that kind would be even better foremen, and would be more valuable to us, if they were at least high school graduates. Heretofore it has appeared that while many high school boys would be willing to take over the positions of foremen, yet the necessity of first learning the trade has effectually debarred most high school graduates from taking up the foundry business as a life work. That this is so is unfortunate for the foundries and, as we believe, for the boys themselves."

*(To be concluded in the September issue)**The Value of Commercial Credits**(Concluded from page 382)*

voiced the probable attitude of school administrators when it comes to increasing the credit accepted in commercial subjects.

So much for the value of commercial subjects. To those interested in learning just what the facts are concerning the various colleges and universities, I wish to refer you to Commercial Education Leaflet Number 4, entitled "College Entrance Credits in Commercial Subjects," prepared by Dr. Glen Levin Swiggett, Specialist in Commercial Education, Department of the Interior, Bureau of Education, Washington, D. C. In this leaflet we have statistics from four hundred eighty colleges and universities. It will be noted that of these four hundred

eighty, two hundred seventy-five accept credit in bookkeeping; two hundred seventy-three in shorthand and typewriting; seventy-eight in merchandising; fifty-nine in office practice.

The situation would seem to be in somewhat of a nebulous state. We find colleges accepting commercial credits for entrance ranging from none at all to any high school commercial subject. We are moving in the right direction, however, and now is the time to keep up efforts in this direction. It is a question involving courses of study, subject matter, training of teachers, and an effort to better articulate business education courses relating to college admission.

Renew your subscription before leaving school to be sure you will not miss the September issue. No magazines are issued during July and August.



GET THIS SERVICE

Space in more than fifty magazines, direct methods, and contact with 15,000 members, keeps us in touch with leading schools and colleges. Commercial teachers are in demand. If on our list, you won't miss the good openings.

Write for details.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

144-150 Odeon Building, St. Louis, Mo.

Still More Evidence

It is twenty years this coming Christmastime that I had my first meeting with you in Albany. At that time I enrolled with you in The National Commercial Teachers' Agency. That was one of the most fortunate things I ever did in a professional way. It was through your agency that I was directed toward the big city, where my progress has been steadily upward. I came here at an increase over the salary I was receiving in Albany, and now for some years I have had a salary more than five times as large as I had before received. That alone, to say nothing of the many other advantages of being in New York City, has made me glad I secured your service twenty years ago. May The National Commercial Teachers' Agency continue to prosper in its splendid work of placing worthy young men and women in better positions than those they have had.

December 5, 1925.

G. H. VAN TUYL.

NOTE: We placed Mr. Van Tuyl with The Packard Commercial School, New York City, about twenty years ago. From there, some years later, he went into the public school field in New York. He is now Principal of the Fordham Annex of the Evander Childs High School, New York, and is widely known as the author of a very popular textbook on commercial arithmetic.

I am grateful to you for putting me in touch with Russell Sage College, and I am always glad to recommend your agency to our students. The feeling of sincere interest created by your personal letters, and your skill and judgment in recommending the right person for the right place, seem to me the strongest points in your service.

I hope the new year will be a busy one for you.

January 13, 1926.

EDITH J. WHITEMAN.

NOTE: Miss Whiteman is still teaching in Russell Sage College, Troy, N. Y., where we placed her in 1920. She receives an excellent salary.

May we help you?

The National Commercial Teachers' Agency

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

6 Whitney Ave.

Beverly, Mass.

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Alaska

From a National Geographic "News Bulletin"

One more step in "opening up" Alaska was taken when the Government began operation of river boats on the Yukon and Tanana during 1923.¹

Thus Fairbanks, interior metropolis of Alaska, became officially the place where rails and rivers meet. Fairbanks marks the apex of a traffic triangle² with one leg planted at Seward, southern terminus of the Alaska Railway, and the other on Bering Sea where flow the waters of the Tanana³ and the Yukon.

The Yukon is one of the world's great rivers. If its mouth were at New York City its source would be near⁴ Salt Lake City.

The Tanana, the less familiar portion of the new government boat route, is the Yukon's chief southern tributary. It drains the vast⁵ Tanana Valley, rich in gold, other minerals, and virgin farm lands.

This Imperial Valley of the far north, as large as West Virginia, now has⁶ a white population of less than 7,000. In a dozen years after the first substantial gold output, in 1903, yellow ore⁷ worth \$66,000,000 was mined.

Steaming up the Yukon in summer time the visitor will reach a town of many flowers, where numerous⁸ homes have hothouses, some have bird boxes on their peaks, and practically all have vegetable gardens. Wild roses and Scotch bluebells grow in the⁹ fields.

He rubs his eyes and exclaims, "This can't be Alaska!" But it is, and Alaskans would have their fellow-Americans recover from the idea¹⁰ "due to misleading textbooks of generations gone" that theirs is a "forbidding, ice-covered, glacier-crowned land of dog teams and polar bears." The quotation¹¹ is from a report of the territorial government, and it is repeated at every opportunity.

The Alaskans are not denying marked climatic differences from the¹² States. A novelist recently sent the proof of a serial story he was writing to an Alaskan. This writer had the pitch-dark of a¹³ Fourth of July night illuminated by fireworks. The fireworks were all right—the Alaskan celebrates with the rest of us—but there is no night¹⁴ in July.

Fairbanks had to pass a curfew law that all children must be put to bed summer evenings by ten o'clock, lest the youngsters¹⁵

get inadequate rest. After your host has tucked the children to bed and taken you to a dance or to the "movies," it is a queer¹⁶ sensation to walk home in daylight.

The town of flowers and birds is Tanana. Turning into the river of that name the visitor is¹⁷ assailed by less pleasant evidences that Alaska is not all winter. Mosquitoes and mooseflies abound.

The Tanana is broad and placid. Green willows and poplars¹⁸ push out over the water's edge, for the earth banks are soft and the dirt melts away as in many places the water digs a¹⁹ cave beneath.

Often turning and twisting, your boat will reach Tolovana, where on a clear day Mt. McKinley, a hundred miles away, is visible. Farther²⁰ on is Nenana, until recently the terminus of the standard-gauge Alaska railroad from Seward. Formerly passengers had to change here to the narrow-gauge²¹ line to Fairbanks. With the opening of the 700-foot single-span bridge across the river at this point, the narrow gauge was converted²² to the standard track-width and trains ran through.

The government railway made Nenana a busy little town of neat buildings and up-to-date²³ stores. So anxious are its citizens for a "spotless town" ideal that they prohibit any dogs within a mile of their community.

The next town²⁴ is Chena, which hopes to wrest future laurels from Fairbanks as the St. Louis of inland Alaska.

Then Fairbanks! Here, as in Dawson, sandwiches once²⁵ cost a dollar apiece, fortunes were dug up and squandered, and the hilarity of a big city's night life extended through the twenty-four daylight²⁶ hours.

Today Fairbanks retains little trace of a mining town. It has electric lights, stores, telephones, an agricultural college, jitneys run out to nearby towns²⁷ and camps, and its women are reputed to be the most modishly dressed in the territory.

The electric lighting plant is used for the chicken²⁸ houses as well as homes in the dark winter, small farms and dairies are springing up around the city, and their celery, growers insist, is²⁹ on Fairbanks tables before that of Massachusetts reaches Boston consumers.

Fairbanks has its slogan, too, like its sister cities back in the States. It wants³⁰ more roads and railroads, and capital for development of its surrounding coal fields. Therefore its appeal, about to be realized in part, "Give us the³¹ railway and motive power, and we will pay the nation's war debt!" (787)

Roosevelt on Leadership

The leader for the time being, whoever he may be, is but an instrument, to be used until broken and then cast aside; and ifth he is worth his salt he will care no more when he is broken than a soldier cares when he is sent where his lifeth is forfeit in order that the victory may be won. In the long fight for righteousness the watchword for all of us is spend andth be spent. It is little matter whether any one man fails or succeeds; but the cause shall not fail, for it is the cause ofth mankind. We here in America hold in our hands the hope of the world, the fate of the coming years; and shame and disgrace willth be ours if in our eyes the light of high resolve is dimmed, if we trail in the dust the golden hopes of men. If,th on this new continent, we merely build another country of great, but unjustly divided material prosperity, we shall have done nothing; and we shall doth as little if we merely set the greed of envy against the greed of arrogance, and thereby destroy the material well-being of all ofth us.(201)

Business Letters

Letters to Salesmen

(From Gardner's Constructive Dictation, page 153 and 159, letters 4 and 14)

Dear Frazer:

Thanks for your good report for the week ending June 29. I note that you spent a portion of this week inth expert work; however, I saw at a glance that you cashed in on this to full value by lining up five orders at Bush andth two at Oil Creek. This gives you a fairly good week in sales and at the same time gave you an opportunity to educate yourth dealers on the sale of our goods.

Without question, while you are now on your trip West, these fellows will be working in good shapeth and will probably send us in a number of mail orders. No doubt you will be able to get some nice orders from them onth your next trip around, when you get back from the West.

I was mighty pleased to see that the crop conditions continue very, very good.th Without question, this means more business. By working along the lines you did during the first half of the year, you will without doubt beth able to make the quota set by yourself, which you in comparing will find considerably above that given you from this office.

I trust thisth finds you well. With best wishes from here, we are

Very truly yours,(213)

Mr. F. H. Clark,
Salesman No. 31.

Dear Sir:

It seems you are not getting started very well at Peru, Illinois, with A. C.th Jackson.

Are you calling regularly, and what are our prospects of getting a liberal share of his business? We shall be pleased if you willth write about this.

Yours very truly.(56)

Our Defenders

From San Jose "Mercury-Herald"

Patriotic days call for noble tributes. On those occasions we honor our heroes. We eulogize the defenders of the flag. We perpetuate the memories ofth those who have made Old Glory such a beautiful ensign to look upon. Well enough; let this good work go on. In times of peril thereth have been those defenders of the national flag and what it symbolizes. But through the years, in war as well as in peace, our flagth has defended us. It defends us every day. It offers protection to every one beneath its folds: the saint and the sinner, the mighty andth the lowly, the law-abiding citizen and the anarchist, the faithful and the shirker. Old Glory is no respecter of persons. It serves all.

Thatth is why our national flag is such a beautiful flag to look upon. Beecher eloquently said, "Happily, no bird or beast of prey has beenth inscribed upon it. The stars that redeem the night from darkness, and the beams of red light that beautify the morning, have been united uponth its folds. As long as the sun endures, or the stars, may it wave over a nation neither enslaved nor enslaving."

The blending of theth red and white stripes and the cluster of stars in a blue background is a model of artistic beauty and scenic delight. But what theth flag means, what it typifies, what it suggests to those it defends is far more beautiful. The reason the flag looks so majestic and luminousth in this land is because of what it offers to every worthy person.

It speaks the blessings, the privileges, the responsibilities of free government. Itth is a suggestion of what a nation may become—growing from thirteen dependent colonies to forty-eight independent states. Each state is a government, and allth the states together are another government. We showed the world that that condition was possible. Millions of immigrants come to our shores. More wouldth come if they could. Some would stay if we would let them. They all know that ours is a land of opportunity. They know thatth God has been especially good to us, and that our fathers fought and died for the best form of government yet devised by man—self-th government.

Old Glory suggests all of this, and more. It suggests a land where the children of the common people are educated free of charge;th where the humblest citizen may cast his vote, hold public office, acquire property, serve, and be served; where free institutions give the largest possible opportunity forth self-development.

Can one ask for more defense than that? Can one expect any more from his nation than the opportunity to be his best^{est} and do his best? The nation which does not offer this to its people is woefully lacking. And the nation that does not make thest effort for self-development equal to the privileges conferred errs therein.

Flag Day will come and go with the passing years. History will narrate theirst observances. But far above and beyond the pageantry of these glorious days are the scrolls of eternal truth; the history which men's ideals write, thest spiritual architecture which makes a nation great. Therein lies the deeper meaning of Flag Day. And the fadeless beauty of Old Glory can only best surpassed by the response to the echoes of the far-sounding prophecies which it awakens.(566)

Vocabulary Sentences

on the words on page 149 of the Gregg Shorthand Manual

COLUMN 1: Will you get affidavits from all who witnessed the accident to the administrator? Your application was not among those received. The annual assessment will amountst to thousands of dollars. I am anxious to have you appear on our program at the next meeting. The prince will make another visit tost America soon. If you will give us his address, it will be a great accommodation to us. The amalgamation of our two shops will enablest us to furnish you an abundant supply of these tools. We would amalgamate our plants at once, but we apprehend there will be opposition onst the part of some stockholders. His sudden appearance was the cause of another demonstration. The amount of the annual payment appears below.

COLUMN 2: The cabinet willst approve the plans of the architect at the next meeting. The attorney stated that the figures were only approximate. We hope to gain the approvalst of the assemblage on this question of opening the boulevard. Will you attach the new license plates to our automobile? The authenticity of this benevolentst lady's statements is beyond question. We cannot understand why you appear so arbitrary in the matter. The man was very benignant and said that thest report was authoritative. This firm is bankrupt. You shall behold one of the most beautiful sights you have ever witnessed. The attorney was in favorst of reducing the tax on automobiles. He attached a note indicating his approval of the arbitrary measure.

COLUMN 3: The attached coupon will entitle you to ast copy of our latest catalog. He made himself conspicuous by the civil treatment he accorded us. The congregation of the church will give the citizenst a most cordial reception. We shall count on you to corroborate our statements in regard to the cosmopolitan cities. Your views do not coincide withst mine. He casually mentioned

the progress of civilization during the last century. The base of the first consonant should be placed on the line. Thest evidence is conclusive that you are not constant in your work. You should familiarize yourself with the representation of comparative endings. A cordial greeting wasst given to every member of the congregation. A catalog of all the leading industries is on file.(367)

Page 150

COLUMN 1: There is danger of breaking the crucible. The defendant was placed at a great disadvantage because the deponent failed to give the evidence expected. Thest degenerate will deceive you if he can. He is a member of the democratic delegation. The delegate was very curious about the second covenant. Youst do not designate on your report which of the bridges is in a dangerous condition. This land is all under cultivation. He lost his casest by default. We will develop the pictures for you tomorrow. The disaster had a very demoralizing effect on the men. It is dangerous to deceivest yourself about your progress in this study. The defendant was in grave danger of losing the case. The committee was composed of five delegates.

COLUMN 2: Howst did you discover the dissatisfaction among the miners? His employer said he was an earnest work. We will engage his services until after the election.st This stock will pay an enormous dividend. This is an economical doctrine. After you execute the bond, please return it in the inclosed envelope. H.st G. Wells is an English writer. The liquid will soon evaporate. What is the duration of your lease? The charges are disproportionate to the servicest rendered. These two plans are on an equality, one is the equivalent of the other. We will ship the desks, chairs, etc., tomorrow. My employerst engaged an English lady to take charge of his house.

COLUMN 3: My husband was totally ignorant of the order from headquarters. The executive would not payst such an exorbitant price for the flour. The principle of intersection is a helpful expedient in handling technical terms. She waved her handkerchief frantically whenst Old Glory was unfurled. He will illustrate the ancient hieroglyphic on the board. We will fulfill every requirement. This was a glorious victory for ourst team. Styles are very different from a generation ago. Place the bars in a horizontal position. Hitherto we have made no arrangement of this kind.st Executive ability is very rare. We hope you will find it expedient to fulfill all your promises in order that our glorious victory may best a lasting one.(353)

Page 151

COLUMN 1: He was an indefatigable worker in behalf of our institution throughout this jurisdiction. His remarks were incoherent. We intend to institute such legislation at thest next assembly. We failed to find the inclosure. His statements were incomprehensible. Great quantities of iron are used in

our laboratory since the introduction of⁹⁰ this process. He will inherit a fortune. His services are indispensable. Instead of smouldering for a time, the explosion was instantaneous. My company will not⁹¹ accept the risk because of the juxtaposition of your buildings. We must legislate against this evil. Iron is indispensable to modern industry. The tone of¹⁰⁰ the introduction to the book is incomprehensible in view of the text of the book itself. Jurisdiction over the work of the laboratory is vested¹²⁰ in the president of the institution.

COLUMN 2: Likewise the legislature took no action. During the litigation the lawyer's argument was not sound logic. The woman considered¹³⁰ the manuscript a great luxury. In order to become a legislator, that is, a member of the legislative body, a man must be a good¹⁴⁰ citizen. Actions of the modern youth show great negligence of thought and reflection. Children are under obligation to be obedient to their elders. As the¹⁵⁰ operation of writing "of the clock" was too long, it was shortened to "o'clock." The messenger was dismissed from the charge of misdemeanor. The outcome¹⁶⁰ of the litigation depended almost entirely on the evidence taken from the manuscript.

COLUMN 3: The plaintiff did not wish to persecute him, as his guilt was¹⁷⁰ only partial. Shorthand is practical only if used, so persevere in the practice of it. You will not precede me if we proceed according to¹⁸⁰ the practice of parliamentary procedure. My fellow passenger carried a parcel with the word "Parliament" printed on it. Promulgate the importance of production and peace¹⁹⁰ will prevail in the country. I shall prosecute anyone trespassing on this property. The discovery of the prospectus proved his statement to be true. The²⁰⁰ plaintiff showed a very practical insight into the best method to proceed with the case. A valuable parcel of property should be earning good income²¹⁰ for its owner. The insurance policy carries a partial disability clause.(361)

Page 152

COLUMN 1: I am sure you could qualify under this rule. The reason he failed to qualify was because of his punctuation. Really, we see no good²²⁰ reason why you should refuse to remunerate the secretary for his efforts to obtain new members. The salesman will tender his resignation if you do²³⁰ not reciprocate some of these many favors. We expect to completely revolutionize our methods during the next quarter. His remarks relative to the cause²⁴⁰ of the revolution were very repugnant. He is a righteous man. Your decision will provoke the miners, and a strike will undoubtedly result. The salesman²⁵⁰ refused to qualify his extravagant claims for the products. Many secretaries have reached their desirable positions only by qualifying for them through hard and earnest²⁶⁰ work.

COLUMN 2: Owing to the isolated situation of the farm, there is little opportunity

for social intercourse. Study will strengthen mind and character, and fit you²⁷⁰ for the steady grind of life. Because of the stupidity of his parents, the child had a fearful struggle. In spite of the testimony which²⁸⁰ seemed to prove the boy's guilt, the manager could not suppress his sympathy and gave the lad an excellent testimonial. This man was a subaltern²⁹⁰ in the army and had a difficult time supporting his family. The plans of the committee were thwarted by the inaction of those responsible for³⁰⁰ the legislation in the upper house. Though we had a tranquil sea, the accident was unavoidable. You should be more specific in your statements and³¹⁰ specify the exact number required.

COLUMN 3: Mr. Francis withdrew from the wholesale firm. The goods in the warehouse were made in the United States of America.³²⁰ It is unusual that such a verdict should be returned against the volunteer. He withdrew before the vote was taken. Do you think the United³³⁰ States will enter the League? You should be careful in the use of the words "vocation" and "avocation." Use every opportunity to enlarge your vocabulary³⁴⁰ and thus become more versatile. We shall strive to please our various patrons by showing a large variety. We will warrant the goods in the³⁵⁰ warehouse. The case of Roe versus Doe was appealed. The word universe means all created things as a whole. All the various industries have unusual³⁶⁰ technical vocabularies which require special study.(381)

Our Country

By Edward Everett Hale

And for your country, boy, and for that flag, never dream a dream but of serving her as she bids you, even though the service³⁷⁰ carry you through a thousand hells.

No matter what happens to you, no matter who flatters you or who abuses you, never look at another³⁸⁰ flag; never let a night pass but you pray God to bless that flag.

Remember, boy, that behind officers and government, and people even, there³⁹⁰ is the Country Herself—your Country—and that you belong to her as you belong to your own mother.

Stand by her, boy, as you⁴⁰⁰ would stand by your mother.(105)

Easy Dictation

Exercise 21

This is all wrong. I am at a loss to account for such cold and spiritless conduct. Can it be the cost that scares you?⁴¹⁰ It can not possibly be that. There is a magazine, the Gregg Writer, which is published especially for students and writers of the system of⁴²⁰ shorthand

you are learning. The cost of having this wonderful magazine at your side for real help and inspiration is less than three cents a week! Just think of it! What does it contain? For one thing, each number provides you with shorthand reading matter that will be of daily¹⁰⁰ value to you. There are shorthand plates dealing with the various lessons, valuable articles on phrasing, word building, and the more advanced phases of writing;¹⁰⁰ interesting articles about those who have made a great success of shorthand; informative articles by teachers and writers of nation-wide fame; and a host¹⁰⁰ of other good things that will add greatly to your fund of shorthand and business knowledge.

If three cents a week will not *break* you,¹⁰⁰ or rob you of your sleep of nights, then you can have the best magazine in the land for the trifling sum of three cents¹⁰⁰ a week. You say you don't feel the need of such help. Well, I admit there is some truth in that—that you feel you¹⁰⁰ do not need it, but your "feeling" in the matter may not be a safe guide. When shorthand is learned, it is learned, and there's¹⁰⁰ an end to it. Yes, when it is learned! But that is not the idea. "Birds of a feather flock together," and even the black¹⁰⁰ crows have sense enough to perceive that it is for their interest to pick bones together, keep a good lookout, and follow the leading¹⁰⁰ crows. You ought to know what is being done in the world of shorthand, and you ought to contribute your mite of knowledge for the¹⁰⁰ general good. I hardly know which is the most to blame, the person who does not take a single magazine, or the one who takes¹⁰⁰ all and gives nothing. (354)

Exercise 22

However, it will not do to let you rest under a false impression. Although, as I have just had occasion to point out, very many¹⁰⁰ stand in their own light by their failure to procure and peruse the magazine devoted to the system of shorthand they write, it would be¹⁰⁰ a mistake to suppose that the magazine is suffering for the want of your patronage or mine. The magazine is doing both you and me¹⁰⁰ a great service in giving us the great fund of professional knowledge to draw upon. The magazine of our system is the *Gregg Writer*. It¹⁰⁰ has forged to the front, has taken such a strong hold on popular favor that today more than seventy-five thousand are regular readers. Thus¹⁰⁰ you will see that it is blessed with plenty of readers; in truth, it 'flourisheth like the green bay tree.' It is a monthly magazine¹⁰⁰ of which any shorthand writer may well be proud, no matter what system the writer uses. It is ably conducted and is always constructive and¹⁰⁰ forward-looking. It is truly surprising to note what a wonderful variety of interesting matter pertaining to shorthand and kindred topics is presented in it¹⁰⁰ in the course of the year. It is a clearing-house for ideas relating to the shorthand profession. How any student of shorthand could imagine¹⁰⁰ he could get along without this magazine is simply beyond my comprehension.

One of the most unique and interesting shorthand societies ever planned and put¹⁰⁰ into effect is the Order of Gregg Artists—an organization made up of artistic shorthand writers. It has members in almost every country in the¹⁰⁰ world. The Order was established away back in the early days, when the Gregg system of shorthand was comparatively a new system. Its purpose is¹⁰⁰ to encourage a greater appreciation of the value of writing correct and therefore beautiful notes. There were not as many skillful shorthand writers then as¹⁰⁰ there are now and so the membership of the O. G. A. grew slowly at first. (341)

Exercise 23

However, year after year, more and more students became interested in it and purposed to become members. Today there are close to one hundred thousand¹⁰⁰ writers of Gregg Shorthand, scattered throughout the world, who belong to it. Today every ambitious student looks forward to the time when he shall become¹⁰⁰ sufficiently skillful in shorthand writing to be able to qualify for one of the beautiful membership certificates. It is not a difficult task if correct¹⁰⁰ shorthand is studied and practiced from the start. It is necessary only to be able to write shorthand fluently, that is, continuously, with a free,¹⁰⁰ easy, swinging motion, and to be able to write the forms correctly. The chief elements of the kind of style required for membership in the¹⁰⁰ O. G. A. are: smooth, even, and light lines secured by writing with a free, easy movement; characters that have correct curvature, slant, and method¹⁰⁰ of joining; characters that are correct in size and proportion; close and uniform spacing between outlines. Since these qualities are necessary to skillful shorthand writing,¹⁰⁰ they are the qualities that every student should aim to acquire while he is studying and practicing shorthand. If he has followed the directions of¹⁰⁰ his teachers and his textbook carefully, he will be able to write a copy of the little O. G. A. test published in the *Gregg¹⁰⁰ Writer* each month which will qualify for the membership certificate as soon as he has finished the Manual. But if the copy that he sends¹⁰⁰ does not reach the required degree of efficiency, then the work will be returned with hints and helps for further practice and the student may¹⁰⁰ try again the following month. If the shorthand notes are better than the average, then the student's name is published on the Honorable Mention list¹⁰⁰ in the *Gregg Writer* and he will be given a little gold O. G. A. pin with his certificate. The O. G. A. Department has¹⁰⁰ a contest once every year in which shorthand writers compete for the various honors and prizes offered. It should be the aim of every good¹⁰⁰ student to become a member of the great Order of Gregg Artists. The inspiration you get out of this work will more than compensate you¹⁰⁰ for your time, to say nothing of the greater skill acquired. (386)

Exercise 24

Later on in your shorthand experience some of you, no doubt, will find your way to the

INEXPENSIVE

but

EFFECTIVE

The wordsigns are the most essential part of the equipment of a shorthand writer. Forming, as they do, 75 per cent of all material written from dictation, the shorthand writer's facility in the use of wordsigns determines his speed and accuracy, to a large extent.

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upper levels of shorthand work, and take an⁹⁸ active part in recording the proceedings of meetings of all sorts, of sessions of legislatures, law courts, conventions, and the like—in fact, will be⁹⁹ ready with your skill to do any kind of reporting work you are called upon to do. In other words, you will become full-fledged¹⁰⁰ members of the shorthand reporting craft. The thought occurs to me that there is hardly a more useful profession toward which to aspire. It is¹⁰⁰ interesting and pays well. Some of the finest men and women I have ever known have been members of that profession, and I might mention¹⁰¹ that most of these have been self-educated, acquiring their educations as they prepared themselves for the work and in their practice of it later¹⁰² on. They have picked up bits of knowledge here and there on a wide variety of subjects, have broadened themselves by thoughtful reading of good¹⁰³ books, and as a result they can speak intelligently and interestingly on almost any topic.

Let me tell you something about this business of reporting,¹⁰⁴ which offers excellent opportunities for those who are willing to put forth the effort necessary to get ready for it. Take, as an illustration, one¹⁰⁵ field of this work, the reporting of the sessions of a law court. There is hardly a court in America today that does not have¹⁰⁶ its reporter, who is known as an official reporter, or which does not command the services of a general or free-lance reporter who takes¹⁰⁷ down a record in shorthand notes day by day of all that is said or done and, when called upon to do so, types what¹⁰⁸ he has written in shorthand neatly and in good form on the typewriter.

The court reporter's record is to the court and to the counsel¹⁰⁹ what bookkeeping and accountancy are to the business man. Every day of the reporter's work is filled with interest. No two cases or trials in¹¹⁰ a court are alike. There is always the element of surprise. Each case brings to light a different problem, introduces new personalities, different motives of¹¹¹ action, different situations, and different details.(381)

(To be concluded in September)



"Aim constantly to increase your vocabulary by reading good books."(10)



Going fast is no advantage, unless you are going in the right direction.(13)



Five minutes more sleep in the morning costs too much if it makes you five minutes late at the office.(20)

Key to April O. G. A. Test

If you are lacking in punctuality, let us say, you cannot say to Dame Fortune, "I know that my 'punctuality' is very faulty, but I"

will offer you an extra amount of cheerfulness in its place as the price of success."

Dame Fortune, however, says "No, you shall be successful¹¹² if you will pay the price for success, and the price must be paid in kind, not in quality. I demand honesty, tact, good health,¹¹³ knowledge, and you must pay the price if you want success and power."

You cannot view the human machine as a whole to find out¹¹⁴ what is holding you back, any more than you can view the automobile as a whole to discover why it does not go. You must¹¹⁵ do with yourself as with the automobile. You must find out just what part of your equipment is broken, and repair that particular part. You¹¹⁶ cannot use a substitute.(154)—From "Your Job," by Harold Whitehead.

A Police Court Case

(Concluded from the May issue)

Q How did the cars come together?

A This car swerved out from¹¹⁷ the west.

Q When you say this car, what car do you mean?

A The other one; not the one I was driving in.

Q¹¹⁸ Now when you say you were a little over the center of the road, which side of the center of the road were you over?¹¹⁹

A The south side.

Q Your left wheel was on which side of the center line?

A Just about in the center.

Q As you¹²⁰ were going along there, what occurred?

A This other car came right out and came across our front from the north to the south.

Q¹²¹ Came right in front of your car?

A Yes.

Q And you were hit on the right side?

A Right-hand side.

Q Were you¹²² hurt?

A Yes, sir, I sprained my ankle.

Q After this happened what, if anything, was said or done? What did you do?

A I¹²³ went over and held on to the fence until I could get a taxi and stayed there until after the patrol wagon got away.

Q¹²⁴ What was the condition of Mr. Miller at the time?

A Mr. Miller was very much dazed.

ERNEST G. LINCOLN

called as a witness on¹²⁵ behalf of the defendant, being duly sworn, was examined and testified as follows:

DIRECT EXAMINATION

By MR. SANER

Q What is your name?

A Ernest¹²⁶ G. Lincoln.

Q What is your business?

A Western Representative of the Permanent Ink Company of Cincinnati.

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Q Were you in Mr. Miller's car on²⁰⁰⁰ Sunday morning? A I was.

Q Just state to the Court what you saw and what occurred there that morning?

A The first thing I²⁰⁰⁰ saw was lights.

Q Were they bright lights?

A They were bright to me, I want to tell you, and the next thing was²⁰⁰⁰ the bang.

Q Did it dazzle you?

A No, it didn't dazzle me because I was in the back seat.

Q But they were bright²⁰⁰⁰ lights?

A Yes, indeed, they were bright.

Q What part of the street were you on just prior to the time of the accident?

A²¹⁰⁰ A little to the right of the center.

Q What, if anything, occurred there?

A This Cadillac just swerved right in front of us and²¹⁰⁰ there was a bang. Nobody had a chance in the world. They just hit and it was over in an instant.

Q Did you help²¹⁰⁰ Mr. Shaw out?

A Yes, sir.

Q What did you do then?

A Well, then I just went over and hung on to him for²¹⁰⁰ a little while and then the patrol wagon came along.

Q And you went away with Shaw?

A And I took Shaw to my home.²²⁰⁰ I knew I had to get him there quick or I wouldn't be able to get him upstairs.

Q What was the condition of Mr.²²⁰⁰ Miller at the time when you drove out with him?

A What do you mean?

Q Was he drunk or sober?

A Perfectly sober.

MR.²³⁰⁰ SANER: That is all.

CROSS EXAMINATION

By MR. BECK

Q You were seated on the back seat?

A On the left-hand side.

Q You²³⁰⁰ were not in a position exactly to see whether or not he was actually in the center line or a little to the left or²³⁰⁰ right, were you? A Yes.

Q How could you see?

A Looking out in front of me.

Q Was this car an open car or²³⁰⁰ a sedan?

A A sedan.

Q Could you see over the side?

A Oh, yes—not over any side, right over the front.

Q Did²³⁰⁰ you notice particularly whether you were to the right or left of the center?

A I would say to the right.

Q But it was²³⁰⁰ pretty close, wasn't it?

A We were to the right. I thought we were safe, in fact, I knew we were safe.

Q Then you²⁴⁰⁰ think this other witness was wrong when he said you might have been a few inches to the left of the center line of the²⁴⁰⁰ street?

A We might have been a little to the left.

Q You might? A Yes.

MR. BECK: That is all.(2446)

Look back down the roadway of life over which you have passed, and you will smile at the pebbles in the road which looked like mountains until you passed them.—*Exchange*.

~

"Formerly it was Be Good! Now it is Make Good!"(10)

Key to the Statue of Liberty

By Meta Feige, Saginaw, Mich.

Torch: gentlemen, earn, mail, can, are-our-hour, tone, many-money, world, determine, of, in-not, car-correct, known, an, your, correct-car; mails.

Arm (beginning with shoulder): in-not, greater, may, aim-I am, money-many, not-in; inclose, go, good, new; mile; known, owner, one, on, earn, only.

Crown: not-in; am-more, wonder, on, whom, man.

Head and face: go, good, carry, cake-char-acter, he; acknowledge-I can, give-given, quality-can you; significant, recent come; at-it, is-his, think-thank; world, his-is, transit, our-hour-are; thing (*eye*).

Gown (beginning at bottom left): animal, moon, soon-is not, summer, well-will, sum-some, sooner, glad, great, gave, kind, any-knee, instead, office-of his; given-give, work, significance; look, organize-organization, call; little; receive, this; while, them, air-where, wire, long; most, much; move, Messrs.; Mr.-market, mortgage; small, immediately, always, correspond-correspondence, clerk, tomorrow, think-thank; clear, the, ship, then, their, yarn, anyone; light, collect; merely, nearly, namely, names, memorandum, eminent, right, like, whole, anonymous, can, submit, soon, own, matter.

Pedestal: equal, run-are not, almanac, con-cur, commission; of, oath, economy, already, communicate, commerce, quick; them, exact, little, himself-he must, loan, appointment, America, amount, curious, home, noon, of our; glory, illustrate, ignorance, more-am, sales-man, remark-room: harm, sermon, mart, smile, entire, ink, comb, cart, manufacture, error; hermit, war, glorious; outgoing, next; will-well, gray-grade; earn, warn, October, Thursday; hug, success, care, yellow, not-in, makes, skate, the, theme, moth; hammers, Sunday, moon; August, consist; museum, use; mutter, school, point-appoint; progress, north, killed, knelt, night, old, moan, roll, holy: accord, accordance, occasion, gone, got, oars, arrange; element, let-letter, writer, answer; magazine, make, meeting, again, remember, rim-remit-tance; same, seem, nation, motion, course-coarse, list-else, guess-gives, smash; miss-mess, hymns, myth, Misses, minute, amen, many-money, emanate; Rome, examine, immense, nominate, human, leases, memory, army, ill.

Water: men's.

Short Stories in Shorthand

Beyond Help

Workman: Mr. Brown, I should like to ask for a small rise in my wages. I have just been married.

Employer: Very sorry, my dearst man, but I can't help you. We are not responsible for accidents which happen to our workmen outside the factory.(45)

A Word to the Wise

Fussy Passenger (on board steamship): Doesn't this boat tip a lot, steward?

Steward: Yes, she's setting a good example to the passengers. Thank you, sir.(25)

Boyish

"They named the baby 'Bob'."

"For his father?"

"No; for his mother's hair."(13)

His Lucky Night

Rastus was sporting proudly a new shirt,

when a friend asked: "How many yards does it takes for a shirt like that?"

Rastus replied: "Ist got three shirts like this out of one yard last night."(36)

Out of Reach

Shopper: So you're lost, little man? Why didn't you hang on to your mother's skirt?

Youngster: Couldn't reach it.(19)

Mixed Colors

She: Can you tell me why a black cow gives white milk that makes yellow butter?

He: For the same reason that blackberries are red^d when they are green.(29)

Useless Expense

The Man: I paid a guinea to a palmist yesterday. She described you exactly, and said we should be married within a month.

The Girl:st How extravagant you are! I could have told you that for nothing.(37)

Report of E. C. T. A. Convention

(Concluded from page 399)

low a commercial course as well as to those who are contemplating commercial work. "Bookkeeping, in such instances, is to be considered as a Commercial Arts Course with objectives similar to those maintained in any of the Practical Arts courses which figure so heavily in the junior high school movement."

Testing Achievement in Bookkeeping

"Achievement Tests in Bookkeeping" was the title of the address by Mr. Paul A. Carlson of the State Normal School at White-water, Wisconsin. One could tell that it was prepared by a clear thinker and by one who had given real thought to the matter. "The daily work of the teacher can generally be grouped under four headings," said Mr. Carlson, "Assigning, Instructing, Drilling, Testing." . . .

Most thinking teachers will accept the statement that the chief function of tests is *measurement*. An appreciation of the measurement function of tests is changing many of our traditional conceptions of test content. For instance, we are coming to appreciate that every test should be sufficiently difficult to prevent a perfect score. When a student obtains a perfect score on any test the full capacity of his ability has probably not been measured. A test is too difficult only when the poorest student obtains a score of zero or approximately zero, and when all of the scores are closely grouped together.

The second function of tests is *motivation*. Students tend to accomplish more when confronted with the realization that a day of reckoning is coming.

The third function of the written test is that of *controlling interest*. A written test is one of the most important of the various devices that the teacher may legitimately use to keep the class alert.

A fourth function which has been attributed to written tests is *training in written expression*. . . . It is unsound, however, to believe that so complex an ability as language training can be built up as a by-product of the written examination.

A fifth function is measurement of the pupil's *ability to think* as well as to recall or recognize facts. . . .

Last, but by no means least important, is the sixth function, *diagnosis of student's difficulties* as a basis for remedial instruction.

Commercial Art

The Interrelation between Commercial Art in High Schools and Commercial Art in Industry was discussed ably by Mr. C. Earl Wallace, chairman of the Art Department of the High School of Commerce, New York City, and Mr. J. Winthrop Andrews, Art Director in the Yonkers Public Schools.

Vocational Guidance

A paper that would bear further study was that of Dr. Harry D. Kitson, Professor of Education at Columbia University. In dis-

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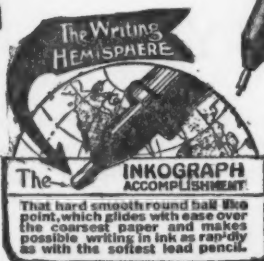
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cussing the Immediate Task in Vocational Guidance, Professor Kitson said that it was now realized that we cannot pigeon-hole all individuals as being "cut out from birth" for a special vocation. "The predestination view of vocational guidance implies that the individual does not change when, as a matter of fact, the human organism is highly modifiable; the same body can work in temperatures ranging from 40° below to 110° above zero. Still more important is it to recognize that the individual evolves; he acquires one set of abilities and then uses them as stones on which he builds new accomplishments. . . .

Each person can succeed and be happy in a number of vocations. It is our duty, therefore, not to catalog the individual so much as to gather and impart information about vocations. Research should be made into vocations—how long it takes to reach certain positions, the necessary training required, the amount of time one spends at the various stages of progress in these vocations. We must abandon the quest for the impossible and concentrate on gathering and imparting information. This is the immediate task in Vocational Guidance.

The Future of Commercial Education

One of the high spots of the entire convention was the scholarly and optimistic forecast of future commercial education by Prof. Paul S. Lomax.

According to Professor Lomax, the future trend of commercial education will be toward a course resulting from seven challenges with which educators will be forced to contend.

These seven challenges Professor Lomax enumerated as follows:

1. The challenge of the philosopher to the commercial educator.
2. The challenge of the unity of education to commercial and other educators.
3. The challenge of an economic objective for every secondary school curriculum.
4. The challenge of the educational sociologist to the commercial educator.
5. The challenge of the educational psychologists to the commercial educator.
6. The challenge to school superintendents of responsible and intelligent supervision of commercial education.
7. The challenge to University schools of education and other teacher-training agencies of the needs of commercial education.

"Unity of education, if it is to be realized in the learning of commercial pupils, should be shaped and guided by a philosophy, a sociology, a psychology, and an intelligent, sympathetic, and coöperative leadership of commercial education," Professor Lomax declared.

Economic or vocational education should be an integral part of a total compulsory education of all American children. This conception of the unity of education means that there can be, in fact, no artificial division between so-called academic education and commercial education. The two are one. Leave out either one, and we have an education for business life that is incomplete and unsatisfactory. A child who has only an academic education is to be pitied quite as much as the child who has only an economic education. He is a child crippled for life, for he has not had a unity of education to harmonize with the unity of life.

Printed Report Available

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